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ABSTRACT

The Philadelphia Mayor's Commission on Literacy undertook a project to develop and conduct collaborative training that would promote a more egalitarian relationship between teachers/facilitators and learners and greater learner input in the instructional planning process. A collaborative learning (CL) manual was developed, a 12-hour CL training program was designed, and three trainers conducted training sessions attended by a total of 34 individuals from 21 agencies involved in providing adult literacy services in Philadelphia. Twenty-five participants completed the CL training. One of the three trainers then served as a mentor for six of the CL training participants. Each mentee completed a final report, and the mentor submitted a report on each mentee and a final report reflecting on the mentoring process. All of the project goals were achieved. The mentoring aspect of the project was considered especially successful. (Appendixes constituting approximately 85% of this document contain the following: outline and activities for CL group staff development; CL training dates; program flyers, advertisements, and announcements; training outline; reading materials; mentor's advertisement; mentees' meeting agendas; mentor's report on each mentee; mentor's final report; mentees' reports; evaluations; and miscellaneous forms used in the program.) (MN)

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ED 376 330

Collaborative Learning

An Alternative Approach to Adult Literacy Instruction

Collaborative Learning
Collaborative Learning

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FINAL REPORT

The Mayor's Commission on Literacy
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CE 067623

This manual was made possible by grant from the Pennsylvania Department of Education, Bureau of Adult Basic and Literacy Education, through a Section 353 grant.

COLLABORATIVE LEARNING: A KEY TO EMPOWERMENT AND PARTICIPATION IN THE 90's

Final Report
#098-4032

Fiscal Year: 1993-1994
Grant Amount: $21,050

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DATE COMPLETED: June 30, 1994

This report and the activities described therein are a result of a project supported in whole (or in part) by the United States Department of Education. However, the opinions expressed therein do not necessarily reflect the position or policy of the U.S. Department of Education or the Pennsylvania Department of Education, and no official endorsement by these agencies should be inferred.

Table of Contents

Page

Abstract..... 1

Description..... 2

Proposed Goals and Objectives..... 5

How These Goals and Objectives Were or Were Not Met..... 7

Evaluation..... 13

Coordination and Dissemination..... 13

In Conclusion..... 14

Recommendation..... 14

Appendix A: Outline and Activities for Collaborative Learning Group Staff Development

Appendix B: Collaborative Learning Training Dates

Appendix C: Flyers, Advertisements, Announcements

Appendix D: Training Outline

Appendix E: Reading Materials

Appendix F: Mentor's Advertisement

Appendix G: Mentees' Meeting Agendas

Appendix H: Mentor's Report on Each Mentee

Appendix I: Mentor's Final Report

Appendix J: Mentees' Reports

Appendix K: Evaluations

Exhibit #1: Training Evaluation Form

Exhibit #2: Journal

Exhibit #3: Goal Setting Form

Exhibit #4: On-going Assessment Form

Exhibit #5: Peer Interview Form

Exhibit #6: Beginning Interview for Facilitators Form

Exhibit #7: On-Going Interview for Facilitators Form

Exhibit #8: Final Interview for Facilitators Form

Table

Page

Table #1: Mentee Information.....11

ABSTRACT - SECTION 353 STAFF DEVELOPMENT PROJECT

Title: *Collaborative Learning: A Key to Empowerment and Participation in the 90's*

Address: Mayor's Commission on Literacy
1500 Walnut Street, 18th Floor
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Project Number: 098-4032

Phone Number: 215/685-6602

Director: Donna Cooper

Funding: $21,050

Purpose -- The Mayor's Commission on Literacy (MCOL) proposed to develop and conduct collaborative training. This training promotes 1) a new and more egalitarian relationship between teacher/facilitator and learners, and 2) democratic planning, decision-making, and responsibility among all participants. The greatest benefit is the new level of sophistication and the equal partnership that learners achieve in the collaborative learning process.

Procedures -- The MCOL developed collaborative learning materials i.e., manual. A 12-hour collaborative learning training was designed. The MCOL conducted four collaborative trainings. This training was redesigned based on an evaluation from the first two trainings. A mentor worked with six individuals who participated in the trainings.

Summary of Findings -- Through this staff development project the MCOL accomplished the proposed goals: 1) collaborative learning materials were developed (i.e., a 65 page manual); 2) a 12-hour collaborative learning tutor training was designed; 3) four collaborative learning trainings occurred; 4) the design of the first two collaborative trainings was evaluated and the training was redesigned for the final two trainings; and 5) one mentor worked with six individuals who completed the training. The trainings were attended by 34 individuals with 25 people completing the training. The average attendance rate for each of the trainings was nine participants.

Comments -- All of the goals were achieved. The final goal (trainers serving as mentors for six individuals who participated in the trainings) was accomplished using only one of the three trainers as the mentor for the six participants. All six mentees handed in a final report; the mentor submitted a report on each mentee; and the mentor produced a final report reflecting on the process as the mentor.

Products -- A Collaborative Learning Training Manual is available. Both a compilation of reports from the individuals who participated in the mentoring process as well as reports from the the mentor are available. A final report on the project activities is available.

Adult Education Act's Section 353 Funds
Mayor's Commission on Literacy in Philadelphia

"Collaborative Learning: A Key to Empowerment and Participation in the 90's"

A. **Description**—Two of the significant issues facing adult literacy education in the 1990's involve the delivery of services to the largest number of adults possible and the encouragement of learning that is empowering, learner-centered, and participatory. In Philadelphia, the most concentrated metropolitan and most populous area in the Commonwealth of Pennsylvania, a combination of governmental, business, and community organizations formed a coalition of adult literacy service providing agencies which has grown from 60 learning sites just ten years ago, to a network of over four hundred sites where adults can access quality educational services. Despite this growth in the number of opportunities for adult learners, data show that these efforts do not meet the needs of even twenty-five percent of all of the adults who lack basic skills. Clearly, the need exists for new models and strategies for addressing the education of the vast numbers of adults who wait for services.

In order to meet the challenges presented by these issues, adult literacy organizations need to look beyond the traditional methods of service delivery i.e., one-on-one tutoring and classroom instruction, to insure that the largest number of adult learners possible is served and that learners in programs are full participants who bring crucial knowledge and experience to inform the educational process.

To these ends, in the fall of 1990 the Mayor's Commission on Literacy (MCOL) with a grant from the Pew Charitable Trusts, began to explore the

concept of "collaborative learning" as an effective approach to adult literacy instruction. Whipple (AAHE Bulletin, 10/87) describes the following six basic tenets which form the basis of collaborative (or cooperative) learning: "1) Collaboration means that both teachers (or tutors) and learners are active participants in the educational process; 2) Collaboration bridges the gulf between teachers and students; 3) Collaboration creates a sense of community; 4) Collaboration means that knowledge is created, not transferred—knowledge is an interactive process, not an accumulation of answers; education at its best develops the students' abilities to learn for themselves; 5) Collaboration makes the boundaries between teaching and research less distinct—from a collaborative point of view, what takes place in the classroom is exactly the same thing that takes place in the laboratory: the creation of knowledge; 6) Collaboration locates knowledge in the community rather than in the individual." Other characteristics of collaborative learning include both a new and more egalitarian relationship between teacher/facilitator and learners, and democratic planning, decision-making, and responsibility among all participants.

In terms of the benefits or results of learning through a collaborative approach, Slavin (Educational Leadership, 3/91) reports that this technique "has been suggested as the solution for an astonishing array of educational problems: it is often cited as a means of emphasizing thinking skills and increasing higher order learning; as an alternative to ability grouping, remediation, or special education, as a means of improving race relations and acceptance of mainstreamed students; and as a way to prepare students for an increasingly collaborative workforce." In addition, the work of David and Roger Johnson (Learning Together and Alone, 1991) and others has shown

that collaborative learning encourages higher achievement, increased retention, higher self-esteem and better attitudes towards education.

Perhaps the greatest benefit (and one which is rarely addressed in the literature in the field) is the potential for this model to reach larger numbers of adult learners than one-on-one tutoring. While one-on-one tutoring constitutes the major effort of the educational opportunities for adults in adult basic education programs in Philadelphia, many more adult learners can be served using the collaborative learning group approach.

In the project supported by the Pew Charitable Trusts, the MCOL worked with three Philadelphia adult literacy educators to design staff development activities and a written manual which would introduce the idea of collaborative learning to staff members in Philadelphia's adult education agencies. For the two years prior to this grant, the MCOL had sponsored several half-day staff development workshops for literacy teachers in collaborative learning techniques and in early November, 1992, the Commission held its first full-day workshop.

These half- and full-day workshops began with a series of activities designed to instill participants with an appreciation of group processes (Appendix A). The remainder of the workshop consisted of practice in the actual elements of forming a collaborative learning group, including performing an initial assessment for group members, creating the logistical aspects of collaborative learning (i.e., record keeping, group management, and getting the group to manage themselves), helping the group to develop and set themes, identifying academic needs and modeling lessons, and performing on-going assessment (Appendix A).

Through this Section 353 grant, the MCOL proposed to expand its

experience with this innovative approach to adult education by developing a series of tutor training workshops in collaborative learning for volunteer tutors in Philadelphia adult literacy programs. Four tutor trainings were conducted during the funding year. These trainings marked an important breakthrough in adult education delivery both in Philadelphia and across the state. The MCOL drew on its experience in facilitating collaborative learning group (CLG) staff development for professional staff and its role as the coordinating agency for literacy activities in Philadelphia to enable this new approach to volunteer tutor training to become a reality.

In addition to the actual trainings, the Commission oversaw six mentor/tutor pairs who examined the workings of this training method more closely in order to test the effectiveness of the training and to provide the participating tutors a richer and more lasting educational experience.

The training design, the manual produced for the collaborative learning tutor training, and the final reports by the mentored tutors were compiled by the Mayor's Commission on Literacy into a final report which was submitted to the PA Department of Education at the conclusion of the project.

B. Proposed Goals and Objectives—The proposed goal of this project was to develop a collaborative learning tutor training design to meet the needs of volunteer literacy agencies in Philadelphia and throughout the state of Pennsylvania.

The twin problems of recruiting a sufficient number of tutors to meet the needs of learners who wait on lists and of providing those learners with experiences that are empowering and that promote critical thinking keep too many adult education programs from fully meeting the needs of the

communities they serve. Data frequently show that far fewer adults are served by adult literacy programs because our current service delivery systems are too often based on a one-on-one tutoring, thus limiting the number of clients served. Collaborative learning groups could address this issue by providing for groups of learners to work with one facilitator to achieve educational goals.

Other data show that learners who enter programs frequently drop out after about fifteen hours of instruction. While classroom instruction addresses the "numbers" problem referred to above, neither classroom nor one-on-one tutoring addresses the issue of retention as powerfully as collaborative learning. Collaborative learning helps to enhance retention in learners because participants in collaborative groups believe that their activities and perspectives constitute significant knowledge that ought to be shared and that their own lives and experiences are sources of knowledge. Research has revealed that students learn better through noncompetitive, collaborative work than in situations that are highly individualized and competitive (Bruffee 1987).

The MCOL identified the following objectives for this project:

- develop collaborative learning materials that can be utilized by tutors;
- design a collaborative learning tutor training;
- test the design of the training with two groups of tutors (serving 16 to 24 tutors);
- based on the first pair of trainings, redesign the training and retest the results to present an effective collaborative learning tutor training in two subsequent trainings (serving an additional 16 to 24 tutors);

- encourage increased scrutiny of the methods and practices employed in the training by supporting the efforts of six mentor-tutor pairs.

C. How These Goals and Objectives Were or Were Not Met—The MCOL began this project by enlisting the guidance of three Philadelphia educators -- Richard Drucker, the Adult Literacy Coordinator of the Community Occupational Readiness and Placement Program (C.O.R.P.P.); Jean Fleschute, the Director of the Community Learning Center (CLC); and Peggy McGuire, the Director of the Germantown Women's Educational Project (GWEP) -- who worked with Diane C. Inverso, the MCOL's Resource Coordinator.

1. Process—The Mayor's Commission on Literacy, building on its experience of developing a collaborative learning staff development workshop and an accompanying manual, conducted four tutor trainings designed to inform and instruct adult educators in the methods and the underlying philosophy of collaborative learning. Early in the grant period, Jean Fleschute and Peggy McGuire designed a 12-hour training. An accompanying manual written by Richard Drucker, Jean Fleschute, and Peggy McGuire provided the training participants with an in-depth understanding of the collaborative learning group process and the method for forming a collaborative group with learners at their sites.

1a. Manual

The Collaborative Learning Manual was produced by the Mayor's Commission on Literacy. The writing of this manual was accomplished by three Philadelphia educators (Richard Drucker, Jean Fleschute and Peggy McGuire) and was facilitated by Diane C. Inverso. These adult literacy service

providers worked collaboratively to produce a manual that will serve as a valuable resource for educators in a variety of adult programs. The 65-page manual has been prepared for the use of literacy practitioners interested in establishing collaborative learning groups at their sites.

The Collaborative Learning Manual includes background on the philosophy, the theoretical basis, and rationale for the collaborative learning approach. Also included are the written record of the materials covered in the training (for later reference), and supplemental materials which include suggested activities and strategies that participants may find helpful once training has been completed. The manual discusses the step-by-step details of working with a collaborative learning group.

A draft of the manual accompanied the four trainings. The MCOL reproduced approximately 50 copies of the draft version to meet the needs of participants attending the trainings.

1b. Training

The Commission planned the first two trainings to take place in November and December, 1993 (Appendix B). The MCOL began advertising (Appendix C) the availability of the collaborative learning tutor training to literacy tutors in Philadelphia through its newsletters, events sheets, and mailings to literacy sites and tutors. These trainings provided the MCOL the opportunity to evaluate the effectiveness of the trainings and to make any necessary modifications in the design. The remaining two trainings took place in March and April, 1994 (Appendix C).

Although three trainers were proposed to develop and facilitate the training, the work was accomplished by two trainers, Jean Fleschute and Peggy McGuire. These activities were coordinated and facilitated by Diane C.

Inverso. Ms. Fleschute and Ms. McGuire are well-versed in the philosophy behind collaborative learning and have conducted collaborative learning group staff development workshops. These trainings were limited to eight to twelve participants. Eligible participants were teachers or volunteer tutors from Philadelphia adult literacy programs. Each of the four trainings was divided into two, six-hour sessions (Appendix D).

The trainings covered various aspects of forming and facilitating a collaborative learning group, including, but not limited to the following:

- group facilitation techniques,
- group management,
- group dynamics,
- group-based goal setting systems,
- methods for collaborative instruction,
- alternative assessment options for groups and individuals.

Feedback from the training participants' evaluations (Exhibit #1), observations and comments about the first two trainings by Diane C. Inverso, and self assessment of the two trainers suggested the changes for the last two trainings. It was important that the training inform and instruct adult educators in the methods and underlying philosophy of collaborative learning. Collaborative learning should be viewed as an exciting and innovative approach to adult education and a necessary alternative to the traditional means of providing instruction for adult learners.

The training was designed using the collaborative approach. The training group was a collaborative learning group. The trainer functioned as the facilitator, modeling typical techniques used in a CLG.

- journal writing (Exhibit #2)

- action plans
- paired interview
- group reading
- clustering
- collage making
- goal setting (Exhibit #3)
- group discussion
- on-going assessment (Exhibit #4)
- peer interview (Exhibit #5)

Different types of materials were used i.e., Legos, old magazines, magic markers, scissors and various reading materials (Appendix E) were used in the many activities.

The average attendance rate for each of the four trainings was nine participants clearly within the range of attendees (8 to 12 individuals) originally proposed. Statistics about the individuals who participated are listed below:

- 34 individuals attended the trainings
- 25 participants (78%) completed the trainings;
- 18 of the individuals trained were tutors; and
- 20 of the trained participants completed an evaluation.

1c. Mentoring

In addition to trainings, a mentor was available for six training participants throughout the grant period. Although it was proposed that the three trainers were to participate as mentors, the work of mentor was accomplished by one trainer. Richard Drucker (mentor) visited the CLG trainings. He asked participants to volunteer to participate in the mentoring experience (Appendix F). Six people volunteered from three trainings.

TABLE 1
Volunteer mentees from CLG Trainings

Training Dates	Mentees	Organizations
11/5/93 & 11/19/93	Craig Heim	Little Neighborhood Centers
	Mary Mariner	Mayor's Office of Community Services
12/3/93 & 12/10/93	Alice Redman	Lutheran Settlement House
3/5/94 & 3/12/94	Clifford Lee	Kensington Joint Action Council/Asian Friendship School
	Melissa Rea	Project H.O.M.E.
	Donald Rector	C.O.R.P.P.

Richard Drucker and Diane C. Inverso met four times to discuss strategies for modeling the collaborative techniques in Mr. Drucker's mentoring activities. The mentor met with each of the six participants three times (Appendix G). Some of the meetings were accomplished via telephone. The mentees were asked to complete a "Beginning Interview for Facilitators," (Exhibit #6), an "On-Going Interview for Facilitators," (Exhibit #7), and a "Final Interview for Facilitators," (Exhibit #8).

Richard Drucker assigned relevant reading materials and engaged the mentees in discussion important to the issues surrounding the collaborative learning group they were forming. Mr. Drucker submitted a report on each mentee, describing his meetings with each (Appendix H). He also produced a final report reflecting on the process as the mentor (Appendix I).

Diane C. Inverso met with three of the mentees (Craig Heim, Melissa Rea and Alice Redman) on May 9th and had telephone conversations with two other mentees (Cliff Lee and Mary Mariner) to ascertain their reaction to the training and the mentoring. Consistently, all agreed that the training and the mentoring was very helpful and supportive. Cliff Lee in the final interview identified how the mentoring process helped him. *"The mentor*

helped me define my goals; helped me to reflect and articulate what is going on in my class; and helped with ideas for CLG activities." Another mentee, Melissa Rea, felt that having a mentor helped *"...keep her focused. It kept her determined. She felt that if she didn't have a mentor she might have given up."*

Each mentee completed a report (one report was accomplished via telephone) reflecting on his/her experiences as a mentee and also describing how the collaborative learning techniques were introduced into their respective groups (Appendix J).

Listed below are some of the successful ideas and methods that the mentees employed:

- one-on-one interviews;
- collages;
- group reflections/discussions; and
- dialogue journals.

2. Goals Met

- A 12-hour collaborative learning tutor training was designed.
- A collaborative learning manual and essential materials were developed.
- The design of the training was tested in the first two trainings.
- The reviewed design for the training was tested in the two subsequent trainings.
- A mentor worked with six mentees to lend support to the development of collaborative learning groups and to scrutinize the methods and practices employed in the training. Each completed a report.

3. Goals Not Met

None

4. **Additional Activities**

- The mentor submitted a report on each mentee.
- The mentor produced a final report.

D. Evaluation—The on-going effectiveness of the trainings was evaluated by the MCOL's Resource Coordinator (Diane C. Inverso) who attended trainings and meet with trainers both prior to training sessions and after their completion to insure the effectiveness of the training sessions. The evaluation forms (Appendix K) submitted after the trainings were informative and helpful in developing an effective training. In addition, the Resource Coordinator met with each of the mentored tutors—once before the mentoring actually began and upon submission of the tutors' final report on the experience to the MCOL.

E. Coordination and Dissemination—The MCOL, the central coordinating office for literacy and adult education activities in Philadelphia will draw on its ongoing relationship with all of Philadelphia's adult literacy providers to insure that all literacy organizations and educators in the city are kept informed of the availability of these training opportunities. In addition, the MCOL's firm commitment and steadfast belief in the soundness of the collaborative learning approach to adult education makes it important that this information is shared with organizations statewide and beyond.

This final report and accompanying manual is filed with the Department of Education, Bureau of Adult Basic and Literacy Education, 333 Market Street, Harrisburg, PA 17126-0333 and copies are located at AdvancE, 333 Market Street, Harrisburg, PA 17126-0333; Western Pennsylvania Literacy Resource

Center, 5347 William Flynn Highway, Route 8, Gibsonia, PA 19544; and ERIC where they are available for loan.

F. **In Conclusion**—Substantive goals were met. The adult literacy service providers in Philadelphia responded positively to the initiative as demonstrated by evaluations, and mentee comments. Individuals from 21 agencies attended the trainings where they developed essential skills.

The mentoring aspect of the project was very positive. These six literacy providers sought and took advantage of the support of the mentor. This contact allowed the mentees the opportunity to discuss and to brainstorm strategies for facilitating their respective groups.

How the collaborative learning training impacted on the **learners** was recognized when the mentees described their learners' responses to the CLG activities and the changes the mentees observed in their groups. Learners showed an increase in activities with group planning, and decision-making. Responsibility for the lessons was slowly being assumed by the learners. In the final interview, mentees discussed how their learners responded to the collaborative learning process. Here are two excerpts:

"Very dubious about it because they thought that I was the teacher and they were the learners. But now they are excited and proud that they are teaching themselves." (Project H.O.M.E.) and

"At first, they were very shy in participating. They kept on expecting me to supply more 'answers.' Then, a couple took the initiative to offer their own ideas, and then others, upon their urging, followed their lead." (Asian Friendship School/Kensington Joint Action Council)

G. **Recommendations**—The Commission feels that it is important for our

organization to "spread the word" about collaborative learning to any organization involved in meeting the adult education needs of its constituent community. In short, we feel that this approach will be important to the future of adult education and intend to broadcast its merits through the state regional workshops, the annual mid-winter conference and other appropriate forums that relate to adult education. Many people took advantage of this opportunity. The MCOL expects that more will in the future. Since the MCOL has incorporated this training into the menu of training opportunities that the Commission offers.

Appendix A

Outline and Activities for Collaborative Learning Group Staff Development

OUTLINE AND ACTIVITIES FOR THE COLLABORATIVE LEARNING GROUP STAFF DEVELOPMENT

- As people arrive they will sign in, receive a folder with handouts and then go to the large room. (8:45 - 9:00)

- People will be told to go to the room based on the time that they want to attend class (i.e., T & TH night class will go to room #....) Only the first 10 (this number will vary) people will be accepted in that class, etc. (9:10-9:15)

Activity Number One (This activity should take about 45 minutes.) (9:15 - 10:00)

As people enter the room, the facilitator will hand them a journal and ask them to make an entry. The facilitator will explain that this is to be an entry to answer the following questions:

- What do you already know about CLG?
- What do you want to find out about CLG?

After they have finished their entry people will be paired for an interview (name, organization, position) each other with the questions listed above as part of the interview.

Within the first five minutes the facilitator will pair people so that they can conduct interviews. The following questions should be answered during the interview:

- Who are you?
- What are your expectations for this staff development?
- What is your teaching background? (i.e,. one-on-one, small group, class room etc.)
- What do you already know about CLG?
- What do you want to find out about CLG?

The next few minutes will be the introduction given by the interviewer. When all the introductions have been done the facilitator will summarize the information on each person's expectations, give her own expectations and the history of how collaboration came to the MCOL. This activity begins the trust building and bonding. It is sometimes easier to begin with this kind of development in a one-on-one situation and the facilitator can point this out to the group (co-learning, modeling, sharing).

The facilitator needs to let the people know that the final entry will be an evaluation and that entry will be collected and a dialogue response will be added and mailed back to them.

Activity Number Two (This activity should take about 50 minutes.) (10:00-10:50)

This is the Lego "fish bowl" activity. This activity will promote group bonding and trust building. Here you will see the process of group dynamics. This will also focus people on paying attention to other people so they can learn to "read" the rest of the group's non-verbal and verbal responses correctly. The group will be divided into two groups. They are given the assignment to build the tallest free-standing structure using legos. **Group A** must do this activity for four minutes but they may not speak to each other. **Group B** will just be told to observe and take notes. The groups then switch roles. **Group B** will do the activity in silence for four minutes and **Group A** acts in the role of observation group. Now we change the activity a little. Each group will try to build the tallest free standing structure using legos but this time speaking is allowed. **Group B** begins first and **Group A** observes for four minutes. After the four minutes there is a switch and **Group A** attempts to build the structure using their verbal communication abilities and **Group B** observes for four minutes. Now the discussion follows (30 minutes).

Here are some types of questions which you can ask of group members:

- How did people feel when they were in the silent group? the verbal group?
- How did people feel when they acted as the observer? the active or the non-active participant?
- Did people always feel like they were in the "in" the group? the "out" group?
- What kind of leadership emerged?
- Did you observe any cooperation/collaboration occurring?
- Why was this a useful occurrence?
- Can you think of other events in your life where collaboration occurred/occurs?
- Could you see this group technique as useful in a literacy setting?
- What have you learned so far about group collaboration?
- As an observer, what kind of things did you note?
- Did you feel accomplished? Frustrated?
- What did you learn about group trust and bonding?

Break for 10 minutes (10:50-11:00)

After the break everyone is asked to put another entry into their journal. This entry will be their own observations and thoughts on the activities so far. This should deal with observation about themself and the group dynamics occurring so far. (11:00 - 11:10)

Nuts and Bolts—over the rest of the day the facilitator will need to cover these five topics in the following order

1. **Assessment**
2. **Forming the group**
3. **Theme setting**
4. **Lesson modeling**
5. **Ongoing Assessment**

1. **ASSESSMENT (11:10-11:30)**

   Using the CLG model the facilitator will elicit from the group ideas (i.e., interviews, goal checklist, goal setting, facilitator journal).

   1. What role do you play in initial asessment in you organization?
   2. **SHARE** this info. Allow these "experts" in the group share their expertise.
   3. How do these procedures help form groups?
   4. What kind of items should in the entry of a facilitator's journal?

2. **FORMING GROUPS (11:30-12:15)**

   Again using the CLG model work on the following areas by geting ideas from the group

   1. Record keeping (i.e., facilitator journal, attendence, forms)
   2. Group management (i.e., time, location, group ground rule)
   3. Getting the group to manage themselves.

LUNCH (12:15 - 1:00)

3. **THEME SETTING (1:00-1:45)**

   Group will have discussion on how to develop themes. Remind them that the first 1 1/2 weeks usually is for assessment, people may work on a goals check list and engage in discussion. Through all of this the facilitator is listening for common themes.

   Scenario: At this point each facilitator will begin a discussion based on some common themes they have heard (i.e., job preparation, inventory question). They must pretend that they are three weeks into the class. Through this discussion they will generate a common themes and end with a recognition of a common goal.

   At conclusion the facilitator will remind them how the facilitator came to this common goal and how the group participated. This is an analysis of what people shared.

Journal entry (1:45-2:00)

- **What do they think so far?**

- **What stands out for them so far?**
- **Issues? Concerns?**
- **Remaining points?**

2:00 - 2:10 BREAK

4. MODELING LESSONS (2:20 - 3:30)
This will be a role playing of a "typical" lesson. Before the group starts each individual needs to internally decide two things about their character
1. Identify a specific academic need
2. How do you want this person to feel today?

Group Lesson (five minutes for each section)—the lesson will evolve from the activity when the group was theme setting.

- 1. Group Building Activity - focus the group i.e. Hangman, word game
- 2. Group meeting i.e. remember what happened last meeting, journal reading, announcements.
- 3. Individual Time i.e., "I want to work on fraction." "help with my essay.." "work on computer."
- 4. Group Work i.e., writing assignment for discussion on theme
- 5. Next Step i.e., Where are we going?
- 6. Journal Writing, i.e., What stood out? What did you learn? Questions?

Discussion about how this lesson went. Summarize and address new questions.

5. ONGOING ASSESSMENT (3:30-3:50)
Discussion. Elicit from the group methods on how to do this (i.e., dialogue journals, portfolios)

Winding Down (3:50-4:10)
Discussion on end of year assessments, look back on gaol sheets, evaluation of CLG in the program.

FINAL DISCUSSION (4:10-4:30)
Answer any remaining questions and allow the people time fill out their final journal entry.

At this point the participants will make their final entry into their journals. This entry will be collected and will act as our evaluation of this session. We will also handle this entry as a dialogue entry. The facilitator will respond to the entry and will mail back the response. Encourage people to describe how this workshop will help them; how it changes their views on groups; whether it meets their expectations, etc.

Appendix B

Collaborative Learning Training Dates

Collaborative Learning Training Dates

Dates	Location	Attendees	Completed Training
Friday, 11/5 & 11/19/93	1500 Walnut St. Philadelphia, PA	10	8
Friday, 12/3 & 12/10/93	1500 Walnut St. Philadelphia, PA	5	3
Saturday, 3/5 & 3/12/94	1500 Walnut St. Philadelphia, PA	13	10
Saturday, 4/23 & 4/30/94	1500 Walnut St. Philadelphia, PA	6	4

Appendix C

Flyers, Advertisements, Announcements

Trainings will be held at the
Mayor's Commission on Literacy
1500 Walnut Street
18th Floor
Philadelphia, PA 19102

Completion of Basic/Gateway/ESL tutor training is a prerequisite for enrollment.

Mayor's Commission on Literacy

COLLABORATIVE LEARNING & ADULT EDUCATION

Training

- **Learn how to set up collaborative learning groups with your adult learners;**
- **Understand how collaborative learning enhances learner achievement;**
- **Learn how to provide an environment for democratic planning, decision making and risk taking;**
- **Learn how to help your learners develop their independence as well as understand the power of group learning;**
- **Understand your role in a group as the facilitator;**
- **Have the opportunity to work with a mentor as you develop your collaborative learning group.**

To register for for more information, contact Diane Inverso, **875-6602**

Training Group #1
Session 1, Friday, November 5
Session 2, Friday, November 19
9:00 a.m. to 4:00 p.m.

Training Group #2
Session 1, Friday, December 3
Session 2, Friday, December 10
9:00 a.m. to 4:00 p.m.

Lunch will be provided.

Training will be held at the
Mayor's Commission on Literacy
1500 Walnut Street
18th Floor
Philadelphia, PA 19102

Completion of Basic/Gateway/ESL tutor training is a prerequisite for enrollment.

Mayor's Commission on Literacy

COLLABORATIVE LEARNING & ADULT EDUCATION

Training

- **Learn how to set up collaborative learning groups with your adult learners;**
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- **Learn how to help your learners develop their independence as well as understand the power of group learning;**
- **Understand your role in a group as the facilitator;**
- **Have the opportunity to work with a mentor as you develop your collaborative learning group.**

Training Group #2
Session 1, Friday, December 3
Session 2, Friday, December 10
9:00 a.m. to 4:00 p.m.

To register or for more information, contact Diane Inverso,
875-6602

Lunch will be provided.

Training will be held at the Mayor's Commission on Literacy 1500 Walnut Street 18th Floor Philadelphia, PA 19102

Completion of Basic/Gateway/ESL tutor training is a prerequisite for enrollment.

Mayor's Commission on Literacy

COLLABORATIVE LEARNING & ADULT EDUCATION

Training

- **Learn how to set up collaborative learning groups with your adult learners;**
- **Understand how collaborative learning enhances learner achievement;**
- **Learn how to provide an environment for democratic planning, decision making and risk taking;**
- **Learn how to help your learners develop their independence as well as understand the power of group learning;**
- **Understand your role in a group as the facilitator;**
- **Have the opportunity to work with a mentor as you develop your collaborative learning group.**

Training Group #3
Session 1, Saturday, March 5
Session 2, Saturday, March 12
9:30 a.m. to 4:30 p.m.

Training Group #4
Session 1, Saturday, April 23
Session 2, Saturday, April 30
9:30 a.m. to 4:30 p.m.

To register or for more information, contact Diane Inverso, **875-6602**

Lunch will be provided.

Training will be held at the Mayor's Commission on Literacy 1500 Walnut Street 18th Floor Philadelphia, PA 19102

Completion of Basic/Gateway/ESL tutor training is a prerequisite for enrollment.

Mayor's Commission on Literacy

COLLABORATIVE LEARNING & ADULT EDUCATION

Training

- **Learn how to set up collaborative learning groups with your adult learners;**
- **Understand how collaborative learning enhances learner achievement;**
- **Learn how to provide an environment for democratic planning, decision making and risk taking;**
- **Learn how to help your learners develop their independence as well as understand the power of group learning;**
- **Understand your role in a group as the facilitator;**
- **Have the opportunity to work with a mentor as you develop your collaborative learning group.**

Training Group #4
Session 1, Saturday, April 23
Session 2, Saturday, April 30
9:30 a.m. to 4:30 p.m.

To register or for more information, contact Diane Inverso, **(215) 875-6602**

Lunch will be provided.

Mariner, MOCS; Margaret Payne; Habibah Abdus-Shahid, Heston School; Sister Mary Shawn, IHM Literacy Center; Jennie Stewart, Ruby Williams, Friends Neighborhood Guild.

The MCOL's next Site Coordinator Training is scheduled for Saturday, January 29 from 9:00 a.m. to 1:00 p.m., Monday, January 31 from 5:30 p.m. to 8:30 p.m.; and Wednesday, February 2, from 5:30 p.m. to 8:30 p.m. The training will be held at the MCOL offices, 1500 Walnut Street, 18th floor. For more information and to register, call Molly McCoy at 875-6602.

Collaborative Learning Group Training

In response to the many agencies and teachers/tutors who have expressed an interest in learning how to setup and run collaborative learning groups (CLG), the MCOL, through a PA Department of Education 353 grant, has developed a CLG training. The MCOL has been working with three local adult literacy practitioners (Richard Drucker, Jean Fleschute, and Peggy McGuire) to design the training. In the fall two twelve hour trainings were offered at the MCOL offices in Center City. The MCOL plans to incorporate this training into the menu of trainings that are being developed. Two more trainings will be offered in spring 1994:

CLG Group #3
Session 1
Saturday, March 5
9:30 am-4:30 pm
Session 2
Saturday, March 12
9:30 am-4:30 pm

CLG Group #4
Session 1
Saturday, April 23
9:30 am-4:30 pm
Session 2
Saturday, April 30
9:30 am-4:30 pm

A mentoring group will be available to six tutors who plan to start a collaborative learning group after the training. For more information about the CLG trainings contact Diane Inverso at 875-6602.

Training Materials Available

The MCOL has obtained training materials from Pelavin Associates designed to assist ABE and ESL instructors in a variety of topics including "The Adult Learner," "Planning for Instruction," "Monitoring Student Progress," "Volunteers and Teachers in the Classroom," "Communicative ESL Teaching," "Mathematics: Strategic Problem Solving," "Whole Language Approach," "Improving Thinking Skills for Adult Learners," and "Learning Disabilities: Learner Centered Approaches." Anyone familiar with group instruction procedures who would like to make use of these materials can contact Ione Graves, Director of Education, at the MCOL, 875-6602.

CLIP AND MAIL

Read All About It!

The Mayor's Commission on Literacy has prepared briefing papers from eight of the staff development workshops for the PA Department of Education's 353 Staff Development Project in Region 9 (Philadelphia) during 1992-93. These papers are based on the transcripts of the sessions and are available to you free of charge. Just check off the briefing papers for which you'd like to receive copies, clip out the form and mail it back to the Commission.

Briefing papers are available on the following topics:

- ___ Assessment & Testing
- ___ Grammar Instruction
- ___ Learning Differences
- ___ Multicultural Instruction
- ___ Family Literacy
- ___ Integrating Writing with Reading
- ___ Literacy & Health Issues
- ___ Recruitment & Retention

Name: _____
Literacy Site or Organization: _____
Address: _____
City, State, Zip: _____
Phone Number: _____

Please indicate your choices, fill in your name and address, and mail to:

Diane Inverso, Resource Coordinator
Mayor's Commission on Literacy
1500 Walnut Street, 18th floor
Philadelphia, PA 19102

CLIP AND MAIL

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Appendix D

Training Outlines

MAYOR'S COMMISSION ON LITERACY

REVISED COLLABORATIVE LEARNING GROUP TRAINING FORMAT

Training (12 hours)

Session 1	9:30 a.m. - 4:30 p.m.	(6 hours of training)
Session 2	9:30 a.m. - 4:30 p.m.	(6 hours of training)

SESSION 1 9:30 a.m. - 4:30 p.m.
Collaborative learning group tutor training manuals and journals are distributed.

I. (1 hour)

a) Journal Writing (#1)
--what do you already know about CLG?
--what do you want/expect to find out about CLG?

b) Paired interviews for introductions and reading of journal entries

c) Introductions; answers to journal questions recorded on newsprint

d) Summary of what we all know and expect

e) Group reading: history and characteristics of CLG (pgs. 3-6 in manual); discussion

II. (2 hours)

a) (25 minutes) Role of the facilitator (pgs. 7-8); discussion

BREAK (10 minutes)

b) (1 hr. 15 min.) Lego activity, emphasizing focus on interaction of people, group behavior

c) (10 min) Journal writing (#2)

LUNCH (1 hour)
(During the first fifteen minutes of lunch, information about the mentoring program will be distributed.)

III. (3 hours)

a) (1 hr. 15 min) initial assessment/goal-setting/action plan (pgs. 10-12)

****Activity: Pair up and formulate action plans or carry out interviews: Report back to whole group****

b) (1 hr. 15 min) Forming the group (pgs. 12-14)

****Activity: Use information from previous activity to form a small group according to common interest****

(30 min) Wrap up Session 1: Questions so far; journal entry; collect journals; urge people to read manual and write comments at home, then come back to second Session with questions, concerns.

****For this journal entry: evaluation of Session 1 based on series of "Ongoing Assessment" Questions printed on separate page****

Total time: 7 hours (9:30 a.m. - 4:30 p.m.)

SESSION 2 9:30 a.m. - 4:30 p.m.

(30 min) Distribute journals and allow a few minutes for people to read; hold class meeting (invite people to read/talk/ask questions/state concerns/make announcements) Listen for possible cluster theme for next session.

III continued from Session 1 (2 1/2 hours)

c) (1 hr. 15 min.) Generating group themes and participatory curriculum (pg. 15-17)
****Activity: Clustering in full group****

JOURNAL ENTRY #3 AND BREAK (15 min)

d) (1 hr) Group dynamics/stimulating critical reflection (pgs. 21-22 common inquiry);
****Activity: Individual writing or drawing or collage-making Excerise . What has been going on in this group from my individual perspective or what is my role in the learning process? Share in small groups****

LUNCH (1 hour)

e) (45 minutes)

****Activity: Read/discuss "Questioning the Process" scenarios in full group** (p. 28-30)**

f) (45 min) lesson modelling
****Activity: Use picture to stimulate brief writing/discussion exercise** Story option - "Girl or "Route 23..."**

JOURNAL ENTRY #4 AND BREAK (15 min)

g) (45 min) ongoing assessment (pgs. 54-56)
****Activity: Group Discussion. What have we done during this two day workshop that could be considered ongoing assessment? What effect have those activities had on 1) Your learning? 2) The quality and usefulness of the workshop?****

IV. (45 min)

a) (20 min) Winding down (pgs. 34-37 Evaluation Process)

b) (25 min) Training evaluation, including Peer Interview

Total time: 7 hours (9:30 a.m. - 4:30 p.m.)

Materials needed for training

- journals (pages for five entries)
- Legos
- tape (masking or scotch)
- newsprint
- markers
- pencils
- extra paper
- glue sticks
- old magazines
- plain paper (perhaps of different colors)
- scissors
- magic markers (fine and large point)
- Provactive/interesting photos
- Copies of "Girl," "Route 23...," and "The Teacher Training..."
- Goal Setting Forms
- Name Tags
- Peer Interview Forms
- On-Going Assessment Forms

MAYOR'S COMMISSION ON LITERACY

COLLABORATIVE LEARNING GROUP TRAINING FORMAT

Training (12 hours)

Session 1	9:00 a.m. - 4:00 p.m.	(6 hours of training)
Session 2	9:00 a.m. - 4:00 p.m.	(6 hours of training)

SESSION 1 9:00 a.m. - 4:00 p.m.
Collaborative learning group tutor training manuals and journals are distributed.

I. (1 hour)

a) Journal Writing
--what do you already know about CLG?
--what do you want to find out about CLG?

b) Paired interviews for introductions and reading of journal entries

c) Introductions; answers to journal questions recorded on newsprint

d) Summary of what we all know and expect

e) Group reading: history and characteristics of CLG (pgs. 8-12 in manual); discussion

II. (2 hours)

a) (25 minutes) Role of the facilitator (pgs. 13-15); discussion

BREAK (10 minutes)

b) (1 hr. 15 min.) Lego activity, emphasizing focus on interaction of people, group behavior

c) (10 min) Journal writing

LUNCH (1 hour)
(During the first fifteen minutes of lunch, information about the mentoring program will be distributed.)

III. (3 hours)

a) (1 hr. 15 min) initial assessment/goal-setting/action plan (pgs. 18-22)

****Activity: Pair up and formulate action plans or carry out interviews: Report back to whole group****

b) (1 hr. 15 min) Forming the group (pgs. 22-26)

****Activity: Use information from previous activity to form a small group according to common interest****

(30 min) Wrap up Session 1: Questions so far; journal entry; collect journals; urge people to read manual and write comments at home, then come back to second Session with questions, concerns.

****For this journal entry: evaluation of Session 1 based on series of "Ongoing Assessment" Questions printed on journal page****

Total time: 7 hours (9:00 a.m. - 4:00 p.m.)

SESSION 2 9:00 a.m. - 4:00 p.m.

(30 min) Distribute journals and allow a few minutes for people to read; hold class meeting (invite people to read/talk/ask questions/state concerns/make announcements)

III continued from Session 1 (2 1/2 hours)

c) (1 hr. 15 min.) Generating group themes and participatory curriculum (pg. 27)
****Activity: Clustering in full group****

JOURNAL ENTRY AND BREAK (15 min)

d) (1 hr) Group dynamics/stimulating critical reflection (pgs. 31-47); questioning the process (pgs. 47-51)
****Activity: Individual writing or drawing or collage-making Excerise . What has been going on in this group from my individual perspective? Share in small groups****

LUNCH (1 hour)

e) (45 minutes)

****Activity: Read/discuss "Questioning the Process" scenarios in full group****

f) (45 min) lesson modelling
****Activity: Use picture to stimulate brief writing/discussion exercise****

g) (45 min) ongoing assessment (pgs. 40-44)
****Activity: Group Discussion. What have we done during this two day workshop that could be considered ongoing assessment? What effect have those activities had on 1) Your learning? 2) The quality and usefulness of the workshop?****

IV. (45 min)

a) (20 min) Winding down (pgs. 55-62)

b) (25 min) Training evaluation, including final journal entry

Total time: 7 hours (9:00 a.m. - 4:00 p.m.)

Materials needed for training

- journals (pages for five entries)
- legos
- tape (masking or scotch)
- newsprint
- markers
- pencils
- extra paper
- glue sticks
- old magazines
- plain paper (perhaps of different colors)
- scissors
- magic markers (fine and large point)

Appendix E

Reading Materials

JAMAICA KINCAID

AT THE BOTTOM OF THE RIVER

"Hers is a voice you have never heard before... exhilarating to read and impossible to forget."
—Doris Grumbach, Washington Post Book World

GIRL

Wash the white clothes on Monday and put them on the stone heap; wash the color clothes on Tuesday and put them on the clothesline to dry; don't walk barehead in the hot sun; cook pumpkin fritters in very hot sweet oil; soak your little cloths right after you take them off; when buying cotton to make yourself a nice blouse, be sure that it doesn't have gum on it, because that way it won't hold up well after a wash; soak salt fish overnight before you cook it; is it true that you sing benna in Sunday school?; always eat your food in such a way that it won't turn someone else's stomach; on Sundays try to walk like a lady and not like the slut you are so bent on becoming; don't sing benna in Sunday school; you mustn't speak to wharf-rat boys, not even to give directions; don't eat fruits on the

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street—flies will follow you; *but I don't sing benna on Sundays at all and never in Sunday school*; this is how to sew on a button; this is how to make a buttonhole for the button you have just sewed on; this is how to hem a dress when you see the hem coming down and so to prevent yourself from looking like the slut I know you are so bent on becoming; this is how you iron your father's khaki shirt so that it doesn't have a crease; this is how you iron your father's khaki pants so that they don't have a crease; this is how you grow okra—far from the house, because okra tree harbors red ants; when you are growing dasheen, make sure it gets plenty of water or else it makes your throat itch when you are eating it; this is how you sweep a corner; this is how you sweep a whole house; this is how you sweep a yard; this is how you smile to someone you don't like too much; this is how you smile to someone you don't like at all; this is how you smile to someone you like completely; this is how you set a table for tea; this is how you set a table for dinner; this is how you set a table for dinner with an important guest; this is how you set a table for lunch; this is how you set a table for breakfast; this is how to behave in the presence of men who don't know you very well, and this way they won't recognize immediately the slut I have warned you against becoming; be sure to wash every day, even if it is with your own spit; don't squat

down to play marbles—you are not a boy, you know; don't pick people's flowers—you might catch something; don't throw stones at blackbirds, because it might not be a blackbird at all; this is how to make a bread pudding; this is how to make doukona; this is how to make pepper pot; this is how to make a good medicine for a cold; this is how to make a good medicine to throw away a child before it even becomes a child; this is how to catch a fish; this is how to throw back a fish you don't like, and that way something bad won't fall on you; this is how to bully a man; this is how a man bullies you; this is how to love a man, and if this doesn't work there are other ways, and if they don't work don't feel too bad about giving up; this is how to spit up in the air if you feel like it, and this is how to move quick so that it doesn't fall on you; this is how to make ends meet; always squeeze bread to make sure it's fresh; *but what if the baker won't let me feel the bread?*; you mean to say that after all you are really going to be the kind of woman who the baker won't let near the bread?

The teacher traditionally brings a body of knowledge to the classroom; an expertise in a subject area. That's the usual starting point for describing a teacher's competence. But expertise in a field is no guarantee of good teaching or of critical learning. The key to learning is the communicating relationship a teacher develops with the students. A course saturated with the teacher's special knowledge can easily lecture students into silence. Giving teachers bigger injections of information cannot make a bad teacher into a good one. The same is true for students. Memorizing facts is not education. Transferring information to students cannot develop critical learners. Critical education is a meeting-ground where teacher and students mutually examine the deep meaning of any subject or technical process.

Lovers'
Choice
BECKY BIRTHA

Route 23: 10th and Bigler to Bethlehem Pike

Ain't no reason for you to be gaping at me. I pay my taxes, just like everybody else. And it just don't make no sense. The mayor and all them city council men sitting up in all them little offices over in City Hall, ain't never been cold in they life. And me and my little ones freezing to death up on Thirteenth Street.

Last time I was down to City Hall to try and talk to one of them men, heat just pouring out the radiator in that office. I had to yell at Kamitra and Junie not to touch it, scared they was gonna burn theyself. Man I'm talking to done took off his jacket and drape it over the back of his chair. Wiping his forehead off with his hanky, talking bout, "No, Miz Moses, we can't do nothing for you. Not a thing. Not as long as you living in a privately-own residence and you not in the public housing. . . ."

I'm thinking how they only use them offices in the day time. Ain't nobody in em at night. And my babies is sleeping in the kitchen, ever since the oil run out two weeks ago and they ain't deliver no more. Landlord claim he outta town.

Hasan, my baby here, he don't hardly even know what warm is. He so little he can't remember last summer. All the others done had colds all winter. Noses ain't stopped running since last October. And Kleenex just one more thing I can't afford to buy em. Scuse me a minute.

—I know, Junie. I see it. Yeah, I see the swings. Can't get off and play today. Too cold out there. Maybe so, honey. Maybe tomorrow, if the sun come out. Lamont, let your sister have a turn to sit by the window now.—

Don't you be thinking I'm homeless, cause I ain't. You ever see a bag lady with all these kids? These here shopping bags is just a temporary measure. Like I said, I live up on Thirteenth Street. Seventeen hundred block. North. Top floor. You don't believe me you go look. My name on the mailbox: Leona Mae Moses. And all the rest of the stuff belong to us is right where we left it. The kids is got other clothes, and we got beds and dishes and all the same stuff you got in your house. We ain't planning to make this no permanent way of life. Just till this cold spell break.

—Cherise, honey, would you get the baby bottle out that bag you got up there? Right next to that box of Pampers. And you and Lamont gonna have to get off and get some more milk. Next time we come up to the A & P. Junie, get your hands away from that buzzer. We ain't there yet. We got to go all the way up to Chestnut Hill, and then turn around and come back down. Anyway, it's Kamitra turn to ring the bell this time.—

Ain't nobody got no call to stare at me like I'm some kinda freak. My kids got the same rights as other people kids. They got a right to spend the night someplace warm and dry. Got a right to get some sleep at night. Last night, along about eleven o'clock, when the man on the radio say the temperature gone down to fifteen below, he didn't have to tell me nothing. The pipes is froze, and the wind lifting the curtains right up at the windows in my kitchen. And my little girl crying, "Mama, I'm cold." Air so icy I can see a little cloud come out her mouth, every time she cry.

—Kamitra, sugar, don't sing so loud. Mama trying to talk. Anyway, other people on here besides us. They don't want to be bother listen to all that racket.—

You got kids? Well, think a minute what you would do if you was in my place. Last night I'm trying so hard to think what to do, feel like my head gonna split wide open. Nobody in my building ain't got no more heat than we do. I don't know no neighbors got space enough for all of us. They be sleep anyway. All my people still down south.

Kamitra crying done waked up the others, too. Then all of em crying they cold. I ain't crazy yet, but I like to went crazy last night

trying to think what I'm gonna do. I just kept thinking theys got to be some place in this great big city that I can carry these children to, where it's warm, where it stay warm, even in the middle of the night. And then it come to me.

"Mama, where we going?" the kids is all asking. I just tell em to hush and go get they blankets and towels and sweaters and stuff. Comb everybody hair and dress em real warm. Start packing up some food to last us for a couple days. "Mama, what we gonna do? Where we taking all this stuff?" And Junie, he tickle me. Say, "Mama, we can't go no place. It's dark outside."

I just hush em all up and hustle em down to the corner. Little ones start crying again, cause even with all them layers on, they ain't warm enough for no fifteen below. Lamont done lost his gloves last week, and Cherise just got one a my scarf wrap around her head, cause it ain't enough hats to go round. Ain't a one of em got boots. Cherise still asking me where we going, while we standing at the corner, waiting. I tell em, "Mama got a surprise for you all. We taking a trip. We going on a nice, long ride."

—Get outta that bag, Kamitra. You can't have no more crackers. Mama gonna fix you some tuna fish for supper, pretty soon. What's the matter Junie? You gotta pee? You sure? Well then, sit still. Lamont, next time we come up to our corner, I want you to take him in to the bathroom, anyway. It don't hurt to try.—

I guess that explain howcome we here. We intend to stay here, too, right where we at, up till the weather break. Or the oil come. Whatever happen first. It ain't no laws against it. I pay my taxes to keep these things running, just like everybody else. And I done paid our fare. The ones under six rides for free, just like the sign say. I got enough quarters here to last us a long time.

My kids is clean—all got washed up at the library just this morning. And look how nice and well-behave they is. I ain't got nothing to be ashamed of.

I hope your curiosity satisfied, cause I really ain't got no more to say. This car big enough for all of us. You better find something else to gawk at. Better look on out the window, make sure you ain't miss your stop.

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—Cherise, sugar, we at the end of the line again. Go up there and put these quarters in the man box. No, Junie. This trolley gonna keep running all night long. Time just come for the man to turn the thing around. We ain't getting off. This trip ain't over yet.

Appendix F

Mentor's Advertisement

Collaborative Learning Group MENTORING PROJECT

The Mayor's Commission on Literacy Collaborative Learning Group Mentoring Project (CLG Mentoring Project) will provide support and assistance to tutors and teachers who set up CLG's in their adult literacy programs.

This project will provide assistance in the following areas:

- ***understanding the expectations of students who are involved in CLG's;***
- ***observing and documenting educational and social processes with the group;***
- ***using an inquiry based research approach to ask relevant questions about the CLG process;***
- ***using a teacher journal to record your own reactions to the group;***
- ***compiling a brief end-of-year report;***
- ***developing criteria to measure success in the CLG experience.***

Richard Drucker, Coordinator at C.O.R.P.P., 1217 Sansom Street, Philadelphia, PA 19107, will be working with tutors/teachers on the Collaborative Learning Group Mentoring Project. If you are interested, please call him at 592-8011.

Appendix G

Mentees' Meeting Agendas

COLLABORATIVE LEARNING GROUP TUTOR TRAINING

Mayor's Commission on Literacy
1500 Walnut Street, 18th Floor
Philadelphia, PA 19102
(215) 875-6602

Agenda for the First Mentor Meeting

Date: _____

- Introduction of mentor and mentees (i.e., paired interviews)
- Mentees complete interview forms
- Group discussion of mentoring process and identification of goals for the mentoring project (Use newsprint to record goals.)
- Hand out goal setting checklist (group discussion)
- Group selects next meeting times and topics

COLLABORATIVE LEARNING GROUP TUTOR TRAINING

Mayor's Commission on Literacy
1500 Walnut Street, 18th Floor
Philadelphia, PA 19102
(215) 875-6602

Agenda for Second Mentor Meeting

Date:_____

- Review beginning interview for facilitators and goal setting check list.
- Discuss mentee's progress so far.
- Feedback on the CLG workshop and manual.
- Discussion of record keeping and student tracking
- Hand out on-going interview for facilitator

COLLABORATIVE LEARNING GROUP TUTOR TRAINING
Mayor's Commission on Literacy
1500 Walnut Street, 18th Floor
Philadelphia, PA 19102
(215) 875-6602

Agenda for Third Mentor Meeting

Date:_____

- Review beginning and ongoing interview for facilitators and initial and ongoing goals.
- Hand out final interview for facilitator (peer interview)
- Discuss interview information.
- Discussion of record keeping and student assessment program evaluation
- Plan future steps in CLG.

Appendix H

Mentor's Report on Each Mentee

COLLABORATIVE LEARNING: A KEY TO EMPOWERMENT AND PARTICIPATION IN THE 90'S

Notes and Observations
by:
Richard Drucker

Mentee: CRAIG HEIM

Meetings: 12/15/93; 3/23/94; 5/9/94

12/15/93

Craig works in a multi-level Head Start/Adult Education setting at the Little Neighborhood Center's agency in central Philadelphia. He teaches primarily math and writing to students at the pre-GED level. Craig's class enjoys a positive student-centered atmosphere where people feel comfortable with the class, teacher, and each other. The varied abilities and interests of group members and the need for interesting activities on a consistent basis brought Craig to CLG training in the fall of 1993.

Craig and I talked initially about what he does with his class and the concerns he has for his class. Four general themes, or topics, came up during our first interview: students' skills; collaborative group activities; social issues and their role in the class; and group process. Craig felt that within the particular context of his program, the idea of doing group activities contained within one or two days of the week would be most realistic. Craig's goals for the class were: 1) to make the class more "interactive," i.e., to have the class as a group make decisions and plan activities; 2) to see people taking more initiative in planning their work; 3) maintaining the participant's interest within particular skills areas.

Craig's most successful CLG activity to date was asking people to select activities for class activities. Students looked at various texts and decided if

they wanted to use them. People felt like they made an important decision, and people who had previously over or under estimated their ability seemed more realistic about those skills.

Craig's expectations for his CLG group focused on anticipating a "deeper exploration" of social issues and topics the group might be able to "take direct action on." He wanted the mentor to supply feedback on specific techniques/activities that could serve the group.

Together we brainstormed a list of activities that might build group unity and collaboration. These were as follows: 1) begin class with a group activity; 2) use clustering technique or theme generating and support the group if they want to do more on a topic; 3) read essays out loud and do a word map or post ideas on a newsprint.

Observations:

Craig seemed very stimulated by the CLG training as well as with the prospect of working with a mentor to test new techniques and approaches. He commented that he was already keeping a teaching journal.

3/23/94

During the second interview, I noticed quite a change in Craig's orientation to the CLG mentoring project. He was tentative and uncertain during the first meeting, but at the ongoing interview he seemed more confident and relaxed. He observed that he has implemented CLG techniques from the workshop and these seemed to have worked.

His major successes were: 1) using dialogue journals with the students and, 2) using newsprint to record group activities. His main problem, which he noted in the beginning interview, continues to be balancing people's skill

level and interests so that the class is "engaging and relevant to each learner." Craig has learned from his group that people will respond well and remain interested in "materials that are chosen specifically" for their needs.

Craig and the class did an activity on welfare reform that seemed especially successful. The class read an editorial and then brainstormed a list of topics to write about. These ideas were potential "starting points" for each person to write. Craig has also used dialogue journals with the learner in order to develop more personal and direct communication lines, and has used end-of-month writings as a means of reflection and collaboration for the next month.

Craig commented that I could help him by listening to some of the things he's been doing and by giving him feedback. He was excited that the class did not "fizzle out," and that new components like dialogue journals were working. He noted that people had written about "everything:" getting into shelters, problems with children, jobs, disappointments. He observed that this kind of writing provides a framework to respond to both real-life events and class activities, and gives him a chance to say to students "I hear what you say", now go back and "be active."

When Craig uses newsprint the discussions as previews to writing become stimulating - people write ideas in their notebooks and seem to " get into" an issue. Craig feels he is beginning to think in terms of the group as a whole. People seem to have a lot more to say and they say it more clearly. He has kept folders and students are beginning to keep folders.

Craig stated that the workshop and CLG manual were a good experience, because both focused on a specific itinerary. To Craig the CLG training and mentoring help to "formalize ideas you had but needed to develop." The mentoring process helps him to "talk about what I do" and to

feel less isolated.

Observations:

Craig might want to have learners pair off and teach each other skills, or have a group member teach the class a skill. Also, several students might want to read their essays - Craig could photocopy the essay so that everyone has a copy. I was curious about learners' self-reflections and if these might be developed into action plans and/or criteria to view and evaluate if the (a) particular activity was "successful." Finally, I wonder how individual learners view the group and how Craig might interpret their responses.

COLLABORATIVE LEARNING: A KEY TO EMPOWERMENT AND PARTICIPATION IN THE 90'S

Notes and Observations
by:
Richard Drucker

Mentee: CLIFF LEE

Meetings: 1/7/94; 4/13/94; 5/12/94

1/7/94

Cliff works in an ESL program in Kensington. The goal of the program is to orient students to U.S. societal, cultural, economic, and political systems, as well as "different systems within Kensington." Cliff is teaching ESL and finds that the language and cultural barriers, in terms of translating "American" concepts to Vietnamese students is quite difficult. There is a lot of student participation and enthusiasm, including more graduating students, increased number of students, and outreach to the local community.

Cliff and I talked about how CLGs can change his program. His vision is to develop the school to be community based and student run. At present students decide on topics to study, discuss those topics, and express choices for activities and workshops. Eventually the class, and ultimately the school, will provide a community forum for Asian residents of Kensington.

Cliff would like the CLG mentor to refer him to necessary resources and provide ideas to his program. He wants to build up a student advisory board, to build up Asian Friendship School to be a community resource, and to involve students in residential issues. The main difficulty is attendance of students.

Observations:

Cliff's vision of a community forum would complement nicely with

CLG activities. I suggested that he work more closely to facilitate specific group goals and subsequent activities around group needs and/or goals. For example, if students decide that they want to learn more about local government, then a brainstorming and/or researching activity where ideas are collected on newsprint and later worked on in a collaborative activity. While the curriculum is still "teacher dominated," perhaps more learner input into various aspects of it would increase the participation and collaborative aspects of the program.

4/13/94

Cliff and I talked during the on-going interview about his vision of a "community forum," and which classroom activities seemed to have the most potential for collaborative learning.

During class, Cliff related, he would bring up a topic, i.e. government, and let students come up with ideas about it. He asked group members if they could talk about the Vietnamese government they had left. This led to a group discussion about Communism versus Democracy, but did not lead to more collaborative activities.

The most successful group activity was a presentation by an IRS representative about new tax forms and procedures. Most students have jobs, and most work is factory work in clothing, manufacturing, or retail business.

Women participants predominate over men 65% to 35%. Cliff currently teaches a group of 10-15 people for a ten week semester.

In terms of group process, most people in class talk and participate. There are 3 or 4 leaders - who lead discussions. Some members are hesitant because of their level of English. Students interact, mostly through class discussions, although some of that discussion can be in Vietnamese, which needs to be translated for Cliff. Conversely, students respond in English if

Cliff speaks slowly.

Classroom activities involving collaborative academic work include: 1) whole group work where group sits in a semi-circle; 2) language activities in which participants help each other with verb endings; 3) structured class time to work on individual skills.

Cliff observed that by encouraging student participation that he is slowly implementing collaborative techniques. Activities are not formalized; in fact, there is a teacher-student hierarchy. But, when things "just happen," when students help each other, for example, Cliff feels that collaboration is taking place.

An example of a planned activity that became collaborative was an assignment on family trees. Each student did one and these were shared. Another activity that almost became collaborative was an essay assignment on how the U.S. economy affects Kensington. People wrote but were too shy to present to the class, thus collaboration did not continue.

Cliff's goal is to ask students to bring in more of everyday tasks to school (and class), and for students to work with a partner, or partners to accomplish. He believes that the CLG process is "natural" for students in any "informal" process, but believes also in the necessary teacher-student "hierarchy." CLG activities seem to be focused on community issues, such as local ethnic tensions, police relations, jobs and businesses, drugs, and family. The school now has an advisory board made up of five students and two community members.. This board surveys students about the quality of the program, support services, and community outreach.

Cliff does the following record keeping. He keeps student biographies, intake sheets, goal sheets, and referrals. There is a nightly attendance sheet. Teachers make their own pretests and post-tests; standardized testing may

occur in the future. Testing is usually every two weeks, but is left up to each class.

Observations:

I suggested to Cliff that his idea of using everyday tasks might lend itself to more CLG activities, as members decide on common themes, or topics of common inquiry. Often when learners work in pairs or groups of 3 or 4 there is a collaboration toward achieving a common goal. A way of generating themes would be for students to bring in activities or materials on subjects they want to know more about or are interested in sharing with their group. Cliff mentioned that three or four students in his class demonstrate measurable improvement in what they learned. Perhaps, these individuals could take a role in facilitating the class. In terms of authentic assessment, Cliff mentioned portfolios and dialogue journals. These would be excellent additions to create participatory contexts which might involve CLG activities.

COLLABORATIVE LEARNING: A KEY TO EMPOWERMENT AND PARTICIPATION IN THE 90'S

Notes and Observations
by:
Richard Drucker

Mentee: MARY MARINER

Meetings: 1/26/94 (telephone); 3/23/94 (mentee could not attend); 5/9/94 (mentee could not attend)

Miss Mariner works at the Mayor's Office of Community Service and teaches twice a day, five days a week at that site (1415 N. Broad Street, Room 118, Philadelphia). There are five members per class, mostly men, who are at various skill levels. She began this class after taking the MCOL CLG training and discovered that she had the "confidence to teach this class" because of the training. She related that "I recommend this (CLG) training even more than basic training."

Mary does everything: ABE, Adult Literacy, pre-GED. Some students can barely read (small words like "that, the") while others are high level readers who lack self-confidence. Retention and attendance are satisfactory, although members who finish parole/probation or who get jobs leave the group before completing.

The class is taught on a cycle, with June as the end of the term. People are often discouraged by "running on term"; those who can work at their own pace continue to come.

I asked Mary to document an average lesson. For most skill sessions there are four parts: 1) Mary goes over the skill, i.e. math or spelling; 2) she gives out class work; 3) she moves around the room; and 4) the group goes over the work together.

Group activities include reading and discussing Langston Hughes' poetry, Alice Walker's stories, or materials that students select. All students write journals each day. In discussions people are encouraged to participate and to be active learners. A Life Skills piece is added in.

Mary's goal was to get students to be more decisive about learning, to increase retention and attendance, and to help people obtain satisfaction with their efforts.

She has records of classroom activities, keeps a teacher's journal, files, and makes classroom observations. She schedules learners for private conferences based on these data.

Observations:

I tried a number of times (including a self-addressed stamped envelope) to get the Initial and Ongoing Interviews back from Mary. Unfortunately, she was not able to respond. After several phone calls, she stated that she was too busy to participate in the CLG mentoring project. I'm sorry she couldn't complete because I think she would have added a positive dimension to the teacher/facilitator perspective, and also to the cross-program perspective. She declined to attend the last meeting on 5/9/94. It might be useful for Diane to call her, and to ask her what changes doing CLG has made in her class, teaching activities, and students, and if she would be willing to describe any successes she has had to date using CLG.

COLLABORATIVE LEARNING: A KEY TO EMPOWERMENT AND PARTICIPATION IN THE 90'S

Notes and Observations
by:
Richard Drucker

Mentee: MELISSA REA

Meetings: 1/28/94; 4/22/94; 5/9/94

Melissa Rea is a student intern at Project Home, a facility of Philadelphia to help assist formerly homeless recovering mentally ill individuals find acceptance and self-sufficiency in the local community. Melissa teaches the *Gateway* program to a group of men who attend the agency. Melissa identified the lack of tutors to provide individual attention as a most pressing problem in her agency. She was challenged however, by the process of identifying individual needs and finding effective ways to meet needs.

Melissa felt that a CLG could help tap the potential for learners to help themselves and each other and could involve learners in a process that was perceived as "natural, and lifelong." One doubt that Melissa had was that learners might feel that they "were losing out" if they spent time with each other instead of with staff or teachers. Melissa does, however, look for ways to match learners who can help each other, and gears group lessons to encourage learners to assist each other. She has high expectations for the group she is working with now.

Melissa, and her support group, feel that a mentor could provide needed direction and professional expertise. In addition a mentor might enable her to make more effective use of resources. She commented that possibly the mentor would come to Project Home and teach a model lesson.

Melissa's goals were to tap resources in the larger community to meet the needs of individual learners, for example, assistance with learning disabilities, and to get a better sense of direction for the program. At present Melissa felt that learners would like more individual attention.

Observations:

I think that the request for the mentor to teach a model lesson indicates that Melissa and her staff, would like a more concrete sense of what a CLG looks like in operation. If time permits I would like to do a 'model' lesson there. In addition, several organizational issues seem to stand out, including communication within staff, improving staff skills, students who need special services, and the development of local area resources.

4/22/94

During the ongoing interviews Melissa and I talked about her progress so far, and what CLG activities she had initiated. Melissa used the goal setting sheets from the CLG manual to find out the similarities and differences of interest - goals - for people in her group. Many students reported wanting to know more about the library. Melissa wanted to serve the "immediate needs" of the class so she introduced the plan that the class would visit the library.

She did a group mind-map (contained in these pages). She asked people in the group to interview each other about the trip and to ask what each expected to see and learn. Students kept their interviews. The trip to the library was 'terrific.' Students looked at books, talked with the librarian, and visited the RDP program.

At this interview Melissa commented that attendance in her group was "too thin." She wanted to help set ground rules for the group (included in file). One problem was that some members spent their money and could not

buy tokens. I suggested she work in budgets in the group.

A typical lesson would start with "individual time"-- one to one work on skills with a tutor. Students are at various levels. One man can read very well and is very outspoken. Another reads less well but also takes a leader role. Melissa commented that 'we are trying to record group discussion.' I suggested that someone in the group can record; then issues become concerns to revisit and research.

During "group time" various projects are undertaken: jogging, stress management, AA resources, budget, nature, filling out applications, interview skills. Melissa noted that part of each group time could be used for selecting and preparing for the next time. The positives were that the group was interested and enjoyed participating. The negatives seemed to be attendance--what CLG activities could she use when everybody doesn't show up?

I suggested that she start each class with a group activity--a brainteaser or group learning activity. Then members can pair off and find out what the other member has been doing. These activities could form the basis for more CLG reading/writing and/or discussing activities. In addition the group members could bring in articles from the newspapers or a magazine, or a picture that might lead to a discussion and incorporation as an activity.

Melissa commented that she does record keeping, assessment, and tracks students progress. She uses a teacher journal, a goal setting checklist, and portfolios. She is interested in dialogue journals and also in developing individual materials to be used in tutoring.

<u>Observations:</u>

Melissa was concerned that her group learning class was not collaborative enough, and that really participatory instruction was being

resisted by students who saw her and other tutors as 'the teacher.' I wonder if she can find out how the teacher's role might be made more compatible with the CLG model. For example, by asking learners to be more responsible about attendance if she really wanted more direct instruction. Also revisiting class instruction might help students select topics they want to work on. I think that clustering, and sentence completion activities might yield topics of common inquiry: Housing, Recovery, Part-time Jobs, Health Care, or even Sports or Entertainment issues. Melissa could start this process by bringing in her own article. Doing prereading and discussion with the group. Reading the article as a group. Writing in response to the article (including working on individual skills), and planning a next step.

If group members want more time on individual skills perhaps they can pair up and teach one another something that one knows first, then the other second.

A model lesson might review some skill the group has worked on previously then go over a new concept, i.e., looking at two-syllable words, finding word families, or a special sound, then using pairs or small groups to review the new concept. In this way CLG activities become integrated slowly into each class.

Melissa seemed very enthusiastic about both the training and the CLG manual. I enjoyed working with her, and with the entire Project Home staff.

COLLABORATIVE LEARNING: A KEY TO EMPOWERMENT AND PARTICIPATION IN THE 90'S

Notes and Observations
by:
Richard Drucker

Mentee: DON RECTOR

Meetings: 3/21/94; 4/21/94; 5/10/94

Don Rector is a volunteer tutor at C.O.R.P.P., a social service agency in Philadelphia, Pennsylvania. Don was interested in starting a CLG in mathematics. I worked with him to recruit students for the group. He is now working with five students twice a week for two hours per lesson.

Don's goal in setting up the CLG was to incorporate traditional teaching techniques with collaborative techniques. To this purpose he began his collaborative group with a pre-assessment to measure students' individual skills. He also asked the class members to establish a mutually convenient day and time for meeting and to agree on attending regularly.

Don has been working with the math CLG group for over one month. He has recorded students' goals and now combines whole class instruction with individual instruction and small group learning. His major goal is for his learners to develop both self-sufficiency habits and critical thinking skills. These include coming to class, doing assignments, and articulating problem solving strategies. Don comments that "if students really want to, they'll do it."

Observations:

3/21/94

Although Don has taught before, the collaborative training seems

new to him. He thought the training was very helpful, particularly those activities that involved goal-setting.

4/21/94

Don began his class at C.O.R.P.P. (where I am the facilitator). He was concerned about getting to know his students and starting work. We spent time going over material he collected to do record keeping, instruction, and evaluations, and looked at some math texts.

5/10/94

Don continues to teach the group. The classroom is participatory and learner centered; however, the emphasis is still somewhat traditional, i.e. taught by the teacher. Don and I will continue to confer on ways to make the class more collaborative.

COLLABORATIVE LEARNING: A KEY TO EMPOWERMENT AND PARTICIPATION IN THE 90'S

Notes and Observations
by:
Richard Drucker

Mentee: ALICE REDMAN

Meetings: 4/18/94; 4/27/94 (telephone); 5/9/94

Alice teaches a beginning reading class and a pre-GED Literacy class at Lutheran Settlement House, a social service agency in Philadelphia. She also does tutor training and supervises student activities. The subjects she teaches are reading, math, and literature and the arts.

Alice commented that one of the difficulties with her teaching is being able to have her students articulate the strategies they use in reading and for comprehension. She is particularly aware of the O-2 (beginning) level students who often remain in one class three or four years before moving to the next level. Alice believes that CLG activities and orientation might be useful to this group because often these students are "lost" in a 20 person class.

Because Alice is in charge of tutor training she wants tutors to take the CLG training so that LSH can prepare to better serve this special need client. Alice intends to set up CLGs for students who have common goals and/or abilities.

Alice mentioned several areas where collaboration is already taking place in her class. During a class time members can work individually or in small groups. In one class students helped each other with long division - one student taught the other two. In the group that worked together test scores improved. (Alice could not document that observation, but was sure

that collaboration worked.)

In her Family Literacy class, the group often discusses family issues. They then preread individually to make predictions.

Alice's goal for implementing more CLG practice into her own practice is for students to be able to see and assess their own progress, to be able to say what they want, and to "go after it." She keeps field notes from her classes and is impressed when a students tells her that there are words she can spell now and that she is reading stories on her own.

I asked if Alice had some ideas for future CLG activities. She mentioned portfolios, more goal setting, and for beginning readers more individualized curriculum integrated into a CLG format. Alice provided the example of "sitting down" with a student and discussing the student's educational or other goals in order to arrive at a personalized instructional plan. With Family Literacy, participants' goals might include finding out more about welfare rights, or dealing with children.

From her work as a tutor trainer Alice feels that any tutor training can provide answers. For example, her expectations for her own CLG training focused on the following issues: 1) Do people who work in group do better in various performances or standardized tests? 2) Does CLG work for reading groups and for reading tests? 3) How do CLGs and non-traditional assessment fit together? I suggested to her that she try to form a small group to work on essay reading, or writing and have group members share their work and their responses to the process. Other activities could involve writing on a specific topic and then sharing in pairs and then having each member of the pair present to a larger group, or writing a group story, or teach skills in small groups or pairs and then have that group teach the larger group.

Observations:

Alice wants students to better achieve their goals, and believes that a CLG process can facilitate this. She seems to be a patient, creative, and effective teacher. I suggest that she keep a teacher journal to try to articulate for herself the changes, issues, concerns that she observes in the classroom, and to formalize her plans for her students in the future.

Appendix I

Mentor's Final Report

FINAL MENTOR REPORT

by

Richard M. Drucker

Collaborative Learning: A Key to Empowerment and Participation in the 90's

The overall goal of the MCOL/CLG mentoring project was to provide technical support and assistance to six mentors who started collaborative learning groups after completing the MCOL/CLG tutor training. The mentoring project provided assistance in the following areas: understanding the expectations of students in the CLG process; observing and documenting educational and social processes in the CLG; using inquiry based approach to ask relevant questions about collaborative learning process; and developing criteria to measure successes in the CLG process. The CLG mentoring process sought to establish a supportive context for tutors/teachers who were beginning CLGs in their agencies, and a way to deal with professional issues and concerns in a focused, structured, and collaborative framework.

Following the training, I contacted tutors/teachers for an initial interview. This interview was intended to provide an introduction and orientation to the mentoring process. During the initial interview I asked mentees to describe the context of their work, and also to begin to articulate their expectations and goals for their CLG. The results of their interviews are included in the individual reports on mentees. The purpose of the ongoing interview was to document changes that had taken place in the CLGs and to review the mentees' experiences, concerns, and further expectations. These are also included in individual reports on mentees. At the final interview

the mentees met as a group to compile an end-of-year report and to summarize and evaluate the project. The initial and ongoing interviews were one to one interviews between the mentee and myself. The final interview took a focus group format.

During the final interview/focus group, Diane and I facilitated a group discussion around issues that stood out for mentees. These participants, Craig Heim, Alice Redman, and Melissa Rea discussed issues such as assessment, plans for next year, program evaluations, CLG training, and program issues. The results are summarized as follows. Mentees commented their CLG assessment practices were based on changes that they observed both in individual learners and throughout the group. Mentees frequently planned instruction around concerns that group members had, and used assessment techniques such as one to one conferences, student/teacher dialogue journals, and portfolios. Alice Redman commented that assessment for her meant learners learning to sense the strategies they used to solve new problems. Craig Heim commented that he will start doing assessment more regularly.

Mentees commented that they expected some students to transition to other levels such as GED, or job-training. Cliff Lee explained that several of his intermediate level students will progress to the advanced class. (I spoke with Cliff individually the following afternoon.)

Alice Redman commented that the CLG training and mentoring project has helped her "to work more closely" with teachers, tutors, and learners. Alice also said that collaborative learning helps students choose a topic and stay with it. The mentees all agreed that CLG had a measurable

effect on program attendance. Craig stated that his program was more successful because rules and agendas were "more defined".

The most difficult job for mentees was getting students to accept responsibility. Melissa commented that because her class members were all in recovery she felt that they needed to structure more class time because the students "looked toward her to teach". The idea that learners in CLGs decide on curriculum was both exciting and problematic for mentees.

Mentees felt that the CLG training was "helpful, clear," "good structure," "useful, but hard to put all of it into what I'm doing". Alice commented that her agency used Individual Lessons Plans and that a CLG could grow out of their process. Mentees agreed that there were a lot of useful ideas contained within the training, but felt that they would, for various reasons, want to use some collaborative actions in combination with other traditional instruction. Each mentee was firmly committed to participatory and student centered education; however, most felt, because of their own relationship to their classes, that they should retain some traditional orientation. The mentees were, in any case, convinced that the training offered them an alternative model of a participatory classroom practice.

Mentees read the manual, usually during the CLG training. Although one mentee commented that it was "collecting dust", others stated that they were going back and re-reading it. Melissa was "reading specific parts"; Craig "found the appendixes useful" and used the group activities (e.g. group reading, essay writing) in his class. Alice used group activities in her Family Literacy Class.

Mentees stated that they found the mentoring process itself useful. Craig said it was a place to "bounce ideas, and to listen to others". Melissa said that the mentoring was "helpful, I don't have anyone else to talk to". Alice wasn't sure, but was glad to know she could call me with a question if she had one. Cliff commented that having feedback "was very useful". I did not ever hear from Mary Mariner. A sixth mentee Don Rector has just formed a CLG and was not able to completely respond.

My own observations regarding the process should be understood in terms of my own bias: I am firmly committed to the CLG process. Several important issues do stand out clearly for me. To begin, the mentoring project demonstrates that beginning teachers/tutors (in this case tutors/teachers who have just completed CLG training) can benefit from mentoring. This process, however, takes place in differing degrees and different ways. What is significant about this process is that the goals of each individual program seemed to determine the direction of the individual tutor/teacher toward implementing CLG practice. In addition, each individual had his/her own specific grasp of the CLG training materials. The challenges of different program missions, instructional goals, and incorporation of new techniques demand much effort and analysis from both mentor and practitioners.

Difficulties such as an unusually harsh winter, inability of mentees to attend focus groups, and my own time schedule stand out as areas that could be improved. What is positive, however, about the mentoring process for me, is the awareness that I did support and gave encouragement to new CLG teachers/tutors. I was impressed by the mentees' enthusiasm and dedication

to their students, and by their ability to learn more about CLGs. The mentoring process demonstrated to me that it is possible to move from traditional teacher driven classrooms toward a more collaborative practice.

I believe that the mentoring process offered participants new substantive ideas for teaching and helped mentees to learn how to examine their own instructional practices, while also evaluating the efficacy of new approaches. In the Adult Education field, staff training/ staff development projects can make a difference by presenting new viewpoints and philosophies. In this sense, the mentoring piece of the CLG training reflects the collaborative philosophy.

If improved retention and attendance patterns, better focus on goals and accomplishment of goals, and a sense that learning takes place best in an environment that is non-competitive and provides for democratic planning, decision making, and risk taking then the results of the mentoring seem to me to be affirmative. Most importantly, the mentoring process provides an opportunity and the capacity for mentor and mentee to articulate their own conflicts and needs, and to make decisions by means of a discourse that is open and participatory.

Appendix J

Mentees' Report

Final Mentee Report
by
CRAIG HEIM

Collaborative Learning: A Key to Empowerment and Participation in the 90's

The Collaborative Learning workshop and subsequent mentoring sessions with Richard Drucker were valuable opportunities to look at new methods of teaching and classroom dynamics. Rather than merely providing an overview of the topics, the Collaborative Learning seminars allowed participants to explore the concepts and techniques involved in this approach to learning. Prior to the workshop I hadn't heard about collaborative learning, though I was familiar with some of its guiding principles. The workshops provided an informative, practical introduction while requiring active participation by members.

The workshop gave me some ideas that I was eager to try with my group of learners. Rather than create a specific "collaborative learning group," I wanted to integrate some of the activities into the group as a whole. Collaborative learning strikes me as a very personal approach to learning requiring an enthusiastic acceptance by all participants. As there was little I could do regarding selection of these participants I felt the most effective application of the collaborative learning techniques would be in discrete class sessions. I was pleased with the results of these activities, and I think students found them beneficial.

I like the idea of the dialogue journals and introduced it to the class soon after the workshop. The journals are helpful in several ways. Primarily, they serve as a concrete way for students to experience writing as an interactive process. Students have time to reflect on daily activities, express

feelings, and then read my replies and questions. I have found that, for the most part, students truly enjoy the back and forth of the journals. The dialogue journals have also allowed me to know students much better and have me increasingly sensitive to the many personal issues affecting them. I'm also able to use the journals as a way to look at spelling and usage errors. Although I do not make corrections in the journal, I take note of mistakes and form lessons which address these trouble areas.

Another activity presented in the collaborative learning workshop addressed pre-writing group activities to generate ideas for essays. I found this very helpful with my group. By using newsprint and listing individuals' ideas, the group was able to ease into the topic and develop themes together. When students began writing, they had a variety of starting points from which to choose. The discussion lessened the anxiety that often comes with a writing assignment.

I thought the workshop and meetings were excellent. It might be interesting to schedule the mentoring sessions as group meetings in which several CLG participants could share their experiences. It's very helpful to listen to people who are trying similar activities and would be a good way to get further feedback on your own attempts.

May 16, 1994

Final Mentee Report
by
CLIFFORD S. LEE

Collaborative Learning: A Key to Empowerment and Participation in the 90's

How has the "Collaborative Learning" techniques changes my teaching style in my ESL class?

For one thing, I am using the discussion format more and more with my students. More class time is devoted to discussion rather than lessons in which I directly teach them certain things. I am no longer afraid of posing questions to my students to spark discussions and/or actions/solutions coming from their own experiences.

I am also using more creative mediums of instruction. In the past, I relied mostly on my voice, my movements/actions, things written on paper, and a few props. Now, I am using mediums through which the students' own styles mold the overall teaching/learning atmosphere in the classroom. For instance, in one class I asked the students to make a simple collage out of magazine pictures to describe what they thought the United States of America was like before they arrived here. From each student's own visual expression (the collage), oral expression (in explaining the collage), listening comprehension (listening to other students' explanations), visual comprehension (looking at other students' visual expressions), etc.

Finally, "homework" is becoming more and more the students' creation. Even though at this point I have a lot of control over what is given as homework, the students are beginning to gain more responsibility in deciding what should be studied or done for the next class. I still have a long way to go in this aspect --- something I hope to continue to work on.

Final Mentee Report

MARY MARINER

Collaborative Learning: A Key to Empowerment and Participation in the 90's

(FINAL REPORT COMMENTS WERE CONVEYED THROUGH A TELEPHONE CONVERSATION WITH MARY MARINER)

The training and manual were very helpful. The training in particular was clear and relieved any fear about working in a CLG setting. Mary did not feel nervous when she started her groups and she attributed this to the fine training she received.

Two classes are CLG. She has more than five people in her groups but still finds it o.k. to rise CLG techniques. Two things have been very evident for Mary.

1) By peers helping peers, the self esteem (self-confidence) levels in her class continue to grow.
2) It has made her work so much easier because her learners take an active role in planning class lessons and activities. There are plenty of hands on activities with everyone working together. The class is open enrollment. People can come and go as they please. But she found the people who are there because they chose to become highly motivated. (This is not the people who attend because it is part of probation). Those who are motivated come regularly and do the work.

CLG has been successful in her math classes. Individuals who are barely reading are working on multiplying fractions.

The advantage is that this agency had no set curriculum or teaching techniques philosophy that Mary had to work CLG into. She was able to design right from the start the CLG setting and teach in that fashion.

Final Mentee Report

by

MELISSA REA

Collaborative Learning: A Key to Empowerment and Participation in the 90's

Reflections on CLG effects

Collaborative learning has had varied effects on myself and the group. For myself the effects have been primarily very positive. For the group the effects have been varied.

After the CLG training I was very excited and enthusiastic to begin (Peggy was excellent). This enthusiasm continued as the group became more involved and interactive with each other and the topics. On occasion, however attendance is low and this seems to occur in cycles. Everyone comes for a while then only a few show up. This has been the most difficult aspect of group dynamics for me. Seeing the men's enthusiasm when they are there leaves me perplexed when they do not show up. However, overall CLG to me is what knowledge and learning are about due to the effects I've seen and felt.

For the group I feel CLG has been rewarding. The men have come from traditional settings and now they are learning from themselves and each other. They take great pride in this and enjoy the sessions. At first, when I explained CLG to them, they were dubious. They worried it would not be real learning. But as the sessions went on they worked into a CLG. Finally , the attendance issues continues to leave me at a loss about how they experience the group. This is something we will continue working on.

Final Mentee Report
by
DON RECTOR

Collaborative Learning: A Key to Empowerment and Participation in the 90's

Training

The training was excellent. Peggy stressed the importance of CLG methods and the class had a tremendous response with ample input, ideas, by-laws, and we were very pleased in the results. However, a video might enhance training by showing by examples right and wrong methods and procedures.

Methods

The training book was very well put together. I shared the booklet with a few public school teachers and they took some ideas back to the classrooms and three weeks later thanked me for giving them a new insight on teacher/learner relationships. The authors did a work of skill and expertise.

Mentoring

My mentor has been Richard Drucker. He as helped me develop this CLG group of four learners. I asked for support from Mr. Drucker and he has been there to give it to me. He has given me ideas and support material which the class has used in their learning process.

CLG Progress in General

This is an ideal way to reach more learners at one time because of the interaction of the group.

Summary

The special subject I chose to tutor is basic pre-GED math. We had an assessment and found out our weak areas that were to be worked on. All the learners interact and they are very close in math skills to one another. The textbook is Number Power and we use the traditional and the CLG styles. The learners are grasping the contents and are using them during their off time at home

Final Mentee Report
by
ALICE REDMAN

Collaborative Learning: A Key to Empowerment and Participation in the 90's

I have been working on CLG in my classroom since February. It is not yet as I expect it to be. I hope to study CLG more over the summer and be better for it in the Fall. I believe it can work and can be use in conjunction with the IEP that my program will also be using in September. I believe that CLG will make it easier to use the IEP. I will be encouraging tutors to take the CLG training also. I have high hopes as to how to use the CLG in training sessions. I see it as a way to reduce our waiting list. And to be able to look at a new way of tutoring groups as well as one-on-one. The mentoring part of CLG has also been a great help. It has helped me to better understand what I have done, and to set goals for myself and my program. My mentor is there if I have a problem to help me understand what is wrong and correct it and also to help me if I find that there is something I don't understand. My mentor is also looking at how the CLG is working in my program and passing information on my successes and failures on to others. He is also there to share ideas that work with me. There is not much more I can say except that CLG can work. It is up to us to find ways of making it work and putting it to good use.

Appendix K

Evaluations

COLLABORATIVE LEARNING GROUP TUTOR TRAINING

Mayor's Commission on Literacy
1500 Walnut Street, 18th Floor
Philadelphia, PA 19102
(215) 875-6602

Peer Interview

(end-of-training evaluation)

Name: Mary Carr **Date:** 12-10-93

Group Number: 2 **Interviewer:** BARBARA HOGAN

1. **What are the most important things you learned in this ~~class~~ training?**
Mary learned that collaborative learning can be made to work but not by itself. One-on-one tutoring is also needed.

2. **What can you do now that you couldn't do before you started this training?**
With the help of students, M can organize collaborate group tutoring. M. is likes idea of grouping students according to their interests, taking ~~the~~ care from students through interviews, questionnaires, etc

3. **What were your goals when you entered this training?**
M. had no particular goals; sent by Nonna.
M. has some goals now; training encouraged goal-taking, goal-seeking.

4. **Which goals did you complete?**
Can skip this question.

5. **Do you feel different about yourself as a result of this training? If so, describe how.**
M. thinks the training helped her realize she is capable of handling this method.

6. What changes have you made at your job as a result of this training?

M. to will make some changes in the way she tutors.

7. Was the training too easy or too difficult for you?

Neither.

8. In this training, what did you find that you hadn't expected?

9. What <u>didn't</u> you find in the training that you had expected to find?

Nothing

10. What did you like most about this training?

The instructor was prepared. The class members were interesting. The lunch was OK.

11. What changes or additions should be made to make the training better?

No additions. There may be some unnecessary topics.

12. Please rate the training overall:

__ Poor __ Adequate ✓ Worthwhile __ Excellent

Thank you for providing this feedback to help improve the training in the future!

COLLABORATIVE LEARNING GROUP TUTOR TRAINING

Mayor's Commission on Literacy
1500 Walnut Street, 18th Floor
Philadelphia, PA 19102
(215) 875-6602

Peer Interview

(end-of-training evaluation)

Name: Alice Redman **Date:** 12-16-93

Group Number: 2 **Interviewer:** Mary Carr

1. **What are the most important things you learned in this ~~class~~ training?**
Working with groups/always interesting
one can learn a lot about the individual.

2. **What can you do now that you couldn't do before you started this training?**
I can try a Collaborative learning group
w more confidence than before

3. **What were your goals when you entered this training?**
To find all about Collaborative Learning
and what they have to offer

4. **Which goals did you complete?**
all of them

5. **Do you feel different about yourself as a result of this training? If so, describe how.**
Yes. I feel more confident.

6. What changes have you made at your job as a result of this training?

None yet. In Time.

7. Was the training too easy or too difficult for you?

Neither

8. In this training, what did you find that you hadn't expected?

The Kind of feeling of equality. We were all there to get the same thing. To achieve the same understanding.

9. What <u>didn't</u> you find in the training that you had expected to find?

Did not expect to find anything different therefore anything was an immense help.

10. What did you like most about this training?

The Trainer, The activities, Fellow group members.

11. What changes or additions should be made to make the training better?

The Food-

12. Please rate the training overall:

_ Poor _ Adequate _ Worthwhile ✓ Excellent

Thank you for providing this feedback to help improve the training in the future!

COLLABORATIVE LEARNING GROUP TUTOR TRAINING

Mayor's Commission on Literacy
1500 Walnut Street, 18th Floor
Philadelphia, PA 19102
(215) 875-6602

Peer Interview

(end-of-training evaluation)

Name: BARBARA HOGAN **Date:** 12-10-93

Group Number: 2 **Interviewer:** Alice Redman

1. **What are the most important things you learned in this class?** Training more Idea about how a CLG approach could be taken.

2. **What can you do now that you couldn't do before you started this training?** I think I see CLG as a life long learning process. and every time I do a workshop like this I deepen my understanding and get practice in what it means for vairs groups

3. **What were your goals when you entered this training?** To do what ever I had to do to make conections for Project home. and MCOL

4. **Which goals did you complete?** I think progress has been made especially since Richard Drucker met with Blanch.

5. **Do you feel different about yourself as a result of this training? If so, describe how.** No differently. But Confirmed in the CLG side of Myself.

6. **What changes have you made at your job as a result of this training?**

I believe changes will be made at Project Home through the connections at MCC.

7. **Was the training too easy or too difficult for you?**

Neither I respect the training sessions for what they are.

8. **In this training, what did you find that you hadn't expected?**

Nothing in particular

9. **What <u>didn't</u> you find in the training that you had expected to find?**

Nothing in particular

10. **What did you like most about this training?**

that its approach to learning matches the philosophy of partnership at Project Home. Also I liked the instructor and participants

11. **What changes or additions should be made to make the training better?**

No suggestions at this point

12. **Please rate the training overall:**

__ Poor __ Adequate __ Worthwhile ✓ Excellent

Thank you for providing this feedback to help improve the training in the future!

COLLABORATIVE LEARNING GROUP TUTOR TRAINING

Mayor's Commission on Literacy
1500 Walnut Street, 18th Floor
Philadelphia, PA 19102
(215) 875-6602

Peer Interview

(end-of-training evaluation)

Name: _____ **Date:** 11/19/93

Group Number: 1 **Interviewer:** _____

1. **What are the most important things you learned in this class?**

   Team work

2. **What can you do now that you couldn't do before you started this training?**

   Interact with different personalities who have the same goal

3. **What were your goals when you entered this training?**

   To learn what collaborative learning was

4. **Which goals did you complete?**

   Yes. I have a full understanding of it

5. **Do you feel different about yourself as a result of this training? If so, describe how.**

   No

6. What changes have you made at your job as a result of this training?

None at this point.

7. Was the training too easy or too difficult for you?

Neither

8. In this training, what did you find that you hadn't expected?

Sharing of the learners, lecturing

9. What <u>didn't</u> you find in the training that you had expected to find?

More instructional tools

10. What did you like most about this training?

Team work, team building efforts, opposed to work groups

11. What changes or additions should be made to make the training better?

More visual aids and resource materials a wider variety of ethnic materials

12. Please rate the training overall:

__ Poor __ Adequate ✓ Worthwhile __ Excellent

Thank you for providing this feedback to help improve the training in the future!

COLLABORATIVE LEARNING GROUP TUTOR TRAINING

Mayor's Commission on Literacy
1500 Walnut Street, 18th Floor
Philadelphia, PA 19102
(215) 875-6602

Peer Interview

(end-of-training evaluation)

Name: _____ **Date:** 11/17/93

Group Number: 1 **Interviewer:** _____

1. **What are the most important things you learned in this class?**
   (A) How to facilitate a collaborate grp
   (B) How to effective in my planning

2. **What can you do now that you couldn't do before you started this training?**
   You to know until actually experience is felt.

3. **What were your goals when you entered this training?**
   To learn what collaborative learning was and if it would benefit program.

4. **Which goals did you complete?**
   Learn what it was and that it would benefit program.

5. **Do you feel different about yourself as a result of this training? If so, describe how.**
   More confident as a facilator in the collaborative effort.

6. What changes have you made at your job as a result of this training?

Not at this point.

7. Was the training too easy or too difficult for you?

Even

8. In this training, what did you find that you hadn't expected?

Pizza for lunch

9. What <u>didn't</u> you find in the training that you had expected to find?

Nothing

10. What did you like most about this training?

Instructor and personality of learners.

11. What changes or additions should be made to make the training better?

Shorter sessions. Maybe 3 classes instead of 2.

12. Please rate the training overall:

__ Poor __ Adequate __ Worthwhile ✓ Excellent

Thank you for providing this feedback to help improve the training in the future!

COLLABORATIVE LEARNING GROUP TUTOR TRAINING

Mayor's Commission on Literacy
1500 Walnut Street, 18th Floor
Philadelphia, PA 19102
(215) 875-6602

Peer Interview

(end-of-training evaluation)

Name: Isaac **Date:** 11/19/93

Group Number: _____ **Interviewer:** Isaac Parker

1. **What are the most important things you learned in this class?**

How to see myself more as a colearner and less of a teacher. How to pickup to see what the learner expects of me. How the process of collaborative learning works and to incorporate this strategy into the groups I am currently working with.

2. **What can you do now that you couldn't do before you started this training?**

I can place authority on other members of the group and create a colearning atmosphere.

3. **What were your goals when you entered this training?**

To gain an understanding of my learners and to learn about collaborative learning

4. **Which goals did you complete?**

All of my goals

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5. **Do you feel different about yourself as a result of this training? If so, describe how.**

I feel as though I can be more understanding of people's different needs and a better method with which I can bring them out.

6. **What changes have you made at your job as a result of this training?**

None, as of now

7. **Was the training too easy or too difficult for you?**

I found the training to be enjoyable and neither of the two options I was given.

8. **In this training, what did you find that you hadn't expected?**

The group got along very well and I liked the group activities

9. **What <u>didn't</u> you find in the training that you had expected to find?**

Nothing. I didn't have any preconceptions

10. **What did you like most about this training?**

The group activities

11. **What changes or additions should be made to make the training better?**

More time identifying ourselves to better simulate the collaborative Experience.

12. **Please rate the training overall:**

_ Poor _ Adequate _ Worthwhile ✓ Excellent

Thank you for providing this feedback to help improve the training in the future!

COLLABORATIVE LEARNING GROUP TUTOR TRAINING

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1500 Walnut Street, 18th Floor
Philadelphia, PA 19102
(215) 875-6602

Peer Interview

(end-of-training evaluation)

Name: ISAAC **Date:** 11-19-93

Group Number: 1 **Interviewer:** TRAZALUA Spearman

1. **What are the most important things you learned in this class?**

How to look at group learning as a collaborative experience how to set up a collaborative group; what kind of atmosphere to create, what type of dynamics to watch out for.

2. **What can you do now that you couldn't do before you started this training?**

I have better tools for assessment and better awareness of a learning style.

3. **What were your goals when you entered this training?**

How to gain more respect for learners and their experience.

4. **Which goals did you complete?**

All

5. **Do you feel different about yourself as a result of this training? If so, describe how.**

I feel like I have a better understanding of a way in which I can deal with learners.

6. What changes have you made at your job as a result of this training?

none as of yet

7. Was the training too easy or too difficult for you?

just right

8. In this training, what did you find that you hadn't expected?

The teaching style was a relaxed atmosphere. The experiments were exciting

9. What <u>didn't</u> you find in the training that you had expected to find?

I did not know what not to expect

10. What did you like most about this training?

group activities

11. What changes or additions should be made to make the training better?

more time identifying ourselves to better assimulate the collaborative experience

12. Please rate the training overall:

__ Poor __ Adequate __ Worthwhile ✓ Excellent

Thank you for providing this feedback to help improve the training in the future!

COLLABORATIVE LEARNING GROUP TUTOR TRAINING

Mayor's Commission on Literacy
1500 Walnut Street, 18th Floor
Philadelphia, PA 19102
(215) 875-6602

Peer Interview

(end-of-training evaluation)

Name: Rita Hayes **Date:** 11/19/93

Group Number: #1 **Interviewer:** Diane Inverso

1. **What are the most important things you learned in this class?**

Being a facilitator is in the form of a leader. You need a strategy.

2. **What can you do now that you couldn't do before you started this training?**

Make a good plan. Whether in tutoring or in your life.

3. **What were your goals when you entered this training?**

Use this information in my community work

4. **Which goals did you complete?**

I completed my goal to use this info with my community group

5. **Do you feel different about yourself as a result of this training? If so, describe how.**

No

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6. What changes have you made at your job as a result of this training?

None

7. Was the training too easy or too difficult for you?

O.K.

8. In this training, what did you find that you hadn't expected?

Some of the techniques were [illegible]

9. What <u>didn't</u> you find in the training that you had expected to find?

were not looking for anything in particular.

10. What did you like most about this training?

How everybody bonded.

11. What changes or additions should be made to make the training better?

The presenter should be a co presenter. The stressful for one person.

12. Please rate the training overall:

__ Poor __ Adequate __ Worthwhile ✓ Excellent

Thank you for providing this feedback to help improve the training in the future!

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COLLABORATIVE LEARNING GROUP TUTOR TRAINING

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Peer Interview

(end-of-training evaluation)

Name: Diane Iverso **Date:** 19-11-93

Group Number: I **Interviewer:** Rita Hayes

1. **What are the most important things you learned in this class?**
   Power of observing and asking good question are important in a group.

2. **What can you do now that you couldn't do before you started this training?**
   To think carefully as to ~~what~~ what I want it to be. And figure out how to get there.

3. **What were your goals when you entered this training?**
   To unstand the process of collaborative learning and to see if it works.

4. **Which goals did you complete?**
   I think I unstand process, but sure if it works.

5. **Do you feel different about yourself as a result of this training? If so, describe how.**
   yes, because I watch this thing get to where it is, and I was a part of it.

6. What changes have you made at your job as a result of this training?
More information for people And alternative.

7. Was the training too easy or too difficult for you?
O.K

8. In this training, what did you find that you hadn't expected?
Level of trust And bonding in the group.

9. What didn't you find in the training that you had expected to find?
Nothing.

10. What did you like most about this training?
How everybody cooperated.

11. What changes or additions should be made to make the training better?
More role playing

12. Please rate the training overall:
__ Poor __ Adequate __ Worthwhile (Excellent)

Thank you for providing this feedback to help improve the training in the future!

COLLABORATIVE LEARNING GROUP TUTOR TRAINING

Mayor's Commission on Literacy
1500 Walnut Street, 18th Floor
Philadelphia, PA 19102
(215) 875-6602

Peer Interview

(end-of-training evaluation)

Name: _____ **Date:** 11/19/93

Group Number: 1 **Interviewer:** _____

1. **What are the most important things you learned in this class?**
I don't always have to be in control of every minute of the class.

2. **What can you do now that you couldn't do before you started this training?**
I don't know until I'm able to put some of the ideas into practice.

3. **What were your goals when you entered this training?**
To find out what collaborative learning was & to bring back something worthwhile to our organization.

4. **Which goals did you complete?**
I got a general idea of collaborative learning although some of the particulars still mystify me.

5. **Do you feel different about yourself as a result of this training? If so, describe how.**
I feel more connected to other people. A lot of the ideas brought up by group members helped me to feel more a part of humanity.

6. What changes have you made at your job as a result of this training?

Nothing yet.

7. Was the training too easy or too difficult for you?

No.

8. In this training, what did you find that you hadn't expected?

Down-to-earth feeling... nobody had to act pretentious. It was more comfortable than I expected.

9. What <u>didn't</u> you find in the training that you had expected to find?

Somebody telling me exactly how to proceed with a real-live collaborative learning group.

10. What did you like most about this training?

The facilitator's enthusiasm.

11. What changes or additions should be made to make the training better?

Addressing more of the connections between general themes of C.L. and specific skills for G.E.D./etc.

12. Please rate the training overall:

_ Poor _ Adequate ✓ Worthwhile _ Excellent

Thank you for providing this feedback to help improve the training in the future!

COLLABORATIVE LEARNING GROUP TUTOR TRAINING

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1500 Walnut Street, 18th Floor
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Peer Interview

(end-of-training evaluation)

Name: _____ **Date:** 11/19/93

Group Number: 1 **Interviewer:** _____

1. **What are the most important things you learned in this class?**

more information on how to balance student input with my own ideas. How to listen carefully to what people are saying

2. **What can you do now that you couldn't do before you started this training?**

3. **What were your goals when you entered this training?**

To learn more about what Collaborative Learning was and to find out ways to put it into practice.

4. **Which goals did you complete?**

Both of the above.

5. **Do you feel different about yourself as a result of this training? If so, describe how.**

Yes. I feel more prepared to put together a program based on collab. learn. principles.

6. **What changes have you made at your job as a result of this training?**

I have put more energy into completing a booklet of student writings to use as a source in the classroom

7. **Was the training too easy or too difficult for you?**

Neither. It was challenging and enjoyable.

8. **In this training, what did you find that you hadn't expected?**

I felt more comfortable than I had expected to feel in a group of this size.

9. **What <u>didn't</u> you find in the training that you had expected to find?**

I didn't expect anything in particular.

10. **What did you like most about this training?**

The freedom of exchange of ideas. The facilitator was able to control the situation without becoming too dominant

11. **What changes or additions should be made to make the training better?**

Nothing.

12. **Please rate the training overall:**

_ Poor _ Adequate _ Worthwhile ✓ Excellent

Thank you for providing this feedback to help improve the training in the future!

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COLLABORATIVE LEARNING GROUP TUTOR TRAINING

Mayor's Commission on Literacy
1500 Walnut Street, 18th Floor
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Peer Interview

(end-of-training evaluation)

Name: Jesse Brundage **Date:** _____

Group Number: _____ **Interviewer:** _____

1. What are the most important things you learned in this workshop?
   This workshop gave a wider grasp of Collaborative Learning

2. What can you do now that you couldn't do before you started this training?
   I can be more alert in using Collaborative Techniques in teaching.

3. What were your goals when you entered this training?
   My goal was to learn as much as I could about Collaborative Learning.

4. Which goals did you complete?
   The Workshop was effective

5. Do you feel different about yourself as a result of this training? If so, describe how.
   This class has taught me that I am less liberal teacher than I thought I was.

6. What changes will you make at your job as a result of this training?
I think I have become more alert to missing C.L. in the future.

7. In this training, what did you find that you hadn't expected?
I did not expect the legs construction project.

8. What didn't you find in the training that you had expected to find?
Nothing.

9. What did you like most about this training? Least?
Most - history + theory
Least - Saturday afternoon

10. What changes or additions should be made to make the training better?
Possibly a video of a good collaborative learning group and/or a facilitator's acting out of a C.L.g.

11. Please rate the training overall:

_ Poor _ Adequate _ Worthwhile X Excellent

Thank you for providing this feedback to help improve the training in the future!

COLLABORATIVE LEARNING GROUP TUTOR TRAINING

Mayor's Commission on Literacy
1500 Walnut Street, 18th Floor
Philadelphia, PA 19102
(215) 875-6602

Peer Interview

(end-of-training evaluation)

Name: CLIFF LEE **Date:** 3/13/94

Group Number: 3 **Interviewer:** Terry Martell

1. What are the most important things you learned in this workshop?

Setting ground rules for the group
Initial theme identification for beginning first class.

2. What can you do now that you couldn't do before you started this training?

Not sure.

3. What were your goals when you entered this training?

To get as much as possible (information) so that I can apply it to my classes

4. Which goals did you complete?

Not yet determined.

5. Do you feel different about yourself as a result of this training? If so, describe how.

Yes. I feel more confident in my ability to help my class.

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6. What changes will you make at your job as a result of this training?

Improving & developing a new kind of classroom which will include all techniques.

7. In this training, what did you find that you hadn't expected?

It was a lot of fun.

8. What didn't you find in the training that you had expected to find?

Nothing

9. What did you like most about this training? Least?

I liked that the training was fun like a club. Each session was a little too long

10. What changes or additions should be made to make the training better?

Make 3 shorter sessions.

11. Please rate the training overall:

__ Poor __ Adequate __ Worthwhile ✓ __ Excellent

Thank you for providing this feedback to help improve the training in the future!

COLLABORATIVE LEARNING GROUP TUTOR TRAINING

Mayor's Commission on Literacy
1500 Walnut Street, 18th Floor
Philadelphia, PA 19102
(215) 875-6602

Peer Interview

(end-of-training evaluation)

Name: Terry Martell **Date:** 3/12/94

Group Number: #3 **Interviewer:** Cliff Lee

1. What are the most important things you learned in this workshop?
   - training was run in a CLG format — had the most effect on me

2. What can you do now that you couldn't do before you started this training?
   - explain correctly what a "CLG" is

3. What were your goals when you entered this training?
   no expectations

4. Which goals did you complete?
   N/A

5. Do you feel different about yourself as a result of this training? If so, describe how.
   Yes, — some of the things I am already doing are collaborative learning "type" things and I am looking to develop them further.

6. What changes will you make at your job as a result of this training?
   - generate more discussion w/ clustering exercises and to give students more voice in deciding topics of learning

7. In this training, what did you find that you hadn't expected?
   - an interesting topic

8. What didn't you find in the training that you had expected to find?
   - boredom.

9. ①What did you like most about this training? ②Least?
   ① interaction among group members

   ② the length of the sessions

10. What changes or additions should be made to make the training better?
    - go further into the subject of developing an evaluation form.

11. Please rate the training overall:
    ___ Poor ___ Adequate ___ Worthwhile ✓ Excellent

Thank you for providing this feedback to help improve the training in the future!

COLLABORATIVE LEARNING GROUP TUTOR TRAINING

Mayor's Commission on Literacy
1500 Walnut Street, 18th Floor
Philadelphia, PA 19102
(215) 875-6602

Peer Interview

(end-of-training evaluation)

Name: Jennifer **Date:** 3-11-94

Group Number: 3 **Interviewer:** _____

1. What are the most important things you learned in this workshop?
   How to work better as a group, Share ideas, Different Methods of journal & observation.

2. What can you do now that you couldn't do before you started this training?
   Determine learning levels, ask questions, share input

3. What were your goals when you entered this training?
   To learn more about collaborative learning and I have accomplished that.

4. Which goals did you complete?
   all of the ones that were shown Because I already knew it, just never used it

5. Do you feel different about yourself as a result of this training? If so, describe how.
   Yes. Now I feel as though I learned more.

6. What changes will you make at your job as a result of this training?

Just try to talk more about why journal writing is important and how getting involved helps.

7. In this training, what did you find that you hadn't expected?

New ways of communicating. Like self expressions and on hand activity

8. What <u>didn't</u> you find in the training that you had expected to find?

9. What did you like most about this training? Least?

The only thing I didn't enjoy is how the time just dragged.

10. What changes or additions should be made to make the training better?

None just better hours

11. Please rate the training overall:

_ Poor _ Adequate ✓ Worthwhile _ Excellent

Thank you for providing this feedback to help improve the training in the future!

COLLABORATIVE LEARNING GROUP TUTOR TRAINING

Mayor's Commission on Literacy
1500 Walnut Street, 18th Floor
Philadelphia, PA 19102
(215) 875-6602

Peer Interview

(end-of-training evaluation)

Name: [illegible] **Date:** 3/5 and 3/12 '96

Group Number: 4 & 7 **Interviewer:** _____

1. What are the most important things you learned in this workshop?

   The importance of setting up C L G.

2. What can you do now that you couldn't do before you started this training?

   Act as a facilitator

3. What were your goals when you entered this training?

   To be enlightened with the skill of using C L.

4. Which goals did you complete?

   Not having to enforce that authoritative figure and learn how to be patient

5. Do you feel different about yourself as a result of this training? If so, describe how.

   Yes, because I now have the ability to organize C L G.

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6. What changes will you make at your job as a result of this training?

I will try to become involved with the action of my group.

7. In this training, what did you find that you hadn't expected?

My willingness to get involved in this C-G training.

8. What didn't you find in the training that you had expected to find?

Nothing negative.

9. What did you like most about this training? Least?

The interaction.

No gripe that I can't.

10. What changes or additions should be made to make the training better?

I have no response to this question.

11. Please rate the training overall:

__ Poor __ Adequate X Worthwhile X Excellent

Thank you for providing this feedback to help improve the training in the future!

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COLLABORATIVE LEARNING GROUP TUTOR TRAINING

Mayor's Commission on Literacy
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Philadelphia, PA 19102
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Peer Interview

(end-of-training evaluation)

Name: Barry Date: 3/12/94

Group Number: 3 Interviewer: Melissa Lea

1. What are the most important things you learned in this workshop?

Shared power, learning [illegible]
learn how to run a collab.

2. What can you do now that you couldn't do before you started this training?

learn to run a collab. grp.

3. What were your goals when you entered this training?

Learn to run CLG

4. Which goals did you complete?

getting [illegible]

5. Do you feel different about yourself as a result of this training? If so, describe how.

No

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6. What changes will you make at your job as a result of this training?

Start a ve[illegible]

7. In this training, what did you find that you hadn't expected?

How easy it is - Similar [illegible]
Should [illegible]).
Familiar.

8. What <u>didn't</u> you find in the training that you had expected to find?

More [illegible]

9. What did you like most about this training? Least?

Food. ↓ Discussion [illegible]

10. What changes or additions should be made to make the training better?

Spud it up.

11. Please rate the training overall:

__ Poor __ Adequate __ Worthwhile ✓ Excellent

Thank you for providing this feedback to help improve the training in the future!

COLLABORATIVE LEARNING GROUP TUTOR TRAINING

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Peer Interview

(end-of-training evaluation)

Melissa

Name: [redacted] Date: 3/12/94

Group Number: 3 Interviewer: [redacted] Barry

1. What are the most important things you learned in this workshop?

Concepts behind collaborative learning & how to apply them.

2. What can you do now that you couldn't do before you started this training?

Understand C/L

3. What were your goals when you entered this training?

Grasp concepts & philosophy
Get down the specific ideas
And application

4. Which goals did you complete?

All.

5. Do you feel different about yourself as a result of this training? If so, describe how.

Yes, I feel good about the whole Collaborative approach And I feel confident in applying it.

6. What changes will you make at your job as a result of this training?

~~Literacy will be more~~

Literacy will be more collaborative.
I will motivate things

7. In this training, what did you find that you hadn't expected?

ENJOYABLE AND FUN.

8. What <u>didn't</u> you find in the training that you had expected to find?

Nothing

9. What did you like most about this training? Least?

the group-most
How we used it
least-Reading in MANUAL

10. What changes or additions should be made to make the training better?

NONE

11. Please rate the training overall:

_ Poor _ Adequate _ Worthwhile X Excellent

Thank you for providing this feedback to help improve the training in the future!

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Exhibit #1

Training Evaluation Form

COLLABORATIVE LEARNING GROUP TUTOR TRAINING

Mayor's Commission on Literacy
1500 Walnut Street, 18th Floor
Philadelphia, PA 19102
(215) 875-6602

Peer Interview

(end-of-training evaluation)

Name: _____ **Date:** _____

Group Number: _____ **Interviewer:** _____

1. What are the most important things you learned in this workshop?

2. What can you do now that you couldn't do before you started this training?

3. What were your goals when you entered this training?

4. Which goals did you complete?

5. Do you feel different about yourself as a result of this training? If so, describe how.

6. What changes will you make at your job as a result of this training?

7. In this training, what did you find that you hadn't expected?

8. What <u>didn't</u> you find in the training that you had expected to find?

9. What did you like most about this training? Least?

10. What changes or additions should be made to make the training better?

11. Please rate the training overall:

__ Poor __ Adequate __ Worthwhile __ Excellent

Thank you for providing this feedback to help improve the training in the future!

Exhibit #2

Journal

COLLABORATIVE LEARNING GROUP TUTOR TRAINING

JOURNAL

Mayor's Commission on Literacy
1500 Walnut Street, 18th Floor
Philadelphia, PA 19102
215-875-6602

Entry #1

JOURNAL

Entry #2

JOURNAL

Entry #3

JOURNAL

Entry #4

JOURNAL

Name_____ Organization_____

Address_____ Address_____

_____Zip_____ _____Zip_____

Phone Number:_____ Phone Number:_____

Facilitator:_____

Exhibit #3

Goal Setting Form

COLLABORATIVE LEARNING GROUP TUTOR TRAINING

Mayor's Commission on Literacy
1500 Walnut Street, 18th Floor
Philadelphia, PA 19102
(215) 875-6602

Mentee Goal Setting Check List

Name: _____ **Date:** _____

Goals that I have already accomplished -

Goals that I want to accomplish -

Successes that you are having with your group -

Difficulties that you are having with your group -

LEARNER'S GOALS **GERMANTOWN WOMEN'S EDUCATION PROJECT**

Name: **Date:**

Already Accomplished	Goal for this Session	Future Goal	NO Interest		
				Reading	
				Math	
				Writing	
				Specific Subject	
				GED TESTS	
				Literature & Arts	
				Math	
				Social Studies	
				Science	
				Writing Skills	
				JOB SEARCH	
				Career Options	
				Fill Out Job Applications	
				Write a Resume	
				Read Want Ads	
				Type/Use Computer	
				Improve Interview Skills	

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Already Accomplished	Goal for this Session	Future Goal	NO Interest	[illegible] Family Related Needs	Evaluation and Comments [illegible]
				Fun/Edu. Activities for Children:	
				Discipline/Set Limits with Child:	
				Improve Child's Self-esteem:	
				Deal with School Sys. for Child:	
				Family Counseling Resources:	
				Alcohol/Drug Treatment Resources:	
				Physical/Sexual/Emotional Abuse Resources:	
				Housing/Utility Bill Resources:	
				Health Care Needs	Evaluation and Comments
				Dental:	
				Vision:	
				Gynecological:	
				Pre-natal:	
				Women's Health Care Issues:	
				Increase Ability to Handle Stress:	

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Exhibit #4

On-Going Assessment Form

On-going Assessment ***JOURNAL***

Name (optional):_____ (If you wish to have feed back, you must include your name.)

What I most wanted to learn today was...

The most interesting activity we did today was...

It was interesting because...

The most important thing I learned today was...

I didn't like it when...

To make the workshop better I would...

As a result of this workshop, something I will do differently in my teaching or at my program is...

Exhibit #5

Peer Interview Form

COLLABORATIVE LEARNING GROUP TUTOR TRAINING

Mayor's Commission on Literacy
1500 Walnut Street, 18th Floor
Philadelphia, PA 19102
(215) 875-6602

Peer Interview

(end-of-training evaluation)

Name: _____ **Date:** _____

Group Number: _____ **Interviewer:** _____

1. What are the most important things you learned in this workshop?

2. What can you do now that you couldn't do before you started this training?

3. What were your goals when you entered this training?

4. Which goals did you complete?

5. Do you feel different about yourself as a result of this training? If so, describe how.

6. What changes will you make at your job as a result of this training?

7. In this training, what did you find that you hadn't expected?

8. What <u>didn't</u> you find in the training that you had expected to find?

9. What did you like most about this training? Least?

10. What changes or additions should be made to make the training better?

11. Please rate the training overall:

__ Poor __ Adequate __ Worthwhile __ Excellent

Thank you for providing this feedback to help improve the training in the future!

Exhibit #6

Beginning Interview for Facilitators Form

COLLABORATIVE LEARNING GROUP TUTOR TRAINING

Mayor's Commission on Literacy
1500 Walnut Street, 18th Floor
Philadelphia, PA 19102
(215) 875-6602

BEGINNING INTERVIEW FOR FACILITATORS

Name: _____ **Phone #:** _____

Address: _____

Date: _____ **Interviewer:** _____

Agency: _____ **Agency Phone #:** _____

Agency Address: _____

.....

What times/days do you do your instruction? _____

_____

What times and days would be good for you to meet with your mentor? _____

_____

Interview Questions

1. What literacy program do you work in?

2. Describe what you do in the program.

3. What subjects are you teaching now?

4. What is difficult about what you are teaching?

5. What is most successful about what you are teaching?

6. How can using collaborative groups change your program?

7. In what ways would starting a Collaborative Learning Group (CLG) be difficult?

8. Do you have administrative support to begin a CLG?

9. Have you already started a CLG?

10. Have you used any collaborative teaching techniques before? Explain.

11. What are your expectations for your collaborative group?

12. How can your mentor help you in this process?

COMMENTS:

Exhibit #7

On-Going Interview for Facilitators Form

COLLABORATIVE LEARNING GROUP TUTOR TRAINING

Mayor's Commission on Literacy
1500 Walnut Street, 18th Floor
Philadelphia, PA 19102
(215) 875-6602

ON-GOING INTERVIEW FOR FACILITATORS

Name: _____ **Phone #:** _____

Address: _____

Date: _____ **Interviewer:** _____

Agency: _____ **Agency Phone #:** _____

Agency Address: _____

What times/days do you do your instruction?_____

_____

What times and days would be good for you to meet with your mentor? _____

_____

Interview Questions

1. Can you describe your collaborative learning group?

2. What successes have you had so far?

3. What problems are you having?

4. What is the most important thing that you learned about the collaborative learning process so far?

5. What is the most interesting collaborative activity you have done?

6. What goals have you accomplished since the last meeting?

7. What activities would you like to try, that you have not tried so far?

8. What in the training helped you the most?

9. What in the training was least useful?

10. How can your mentor help you at this time?

11. How has this mentoring process helped you so far with your collaborative learning group?

12. What goal(s) would you want to accomplish by your next meeting (one month from now)?

(Use back for further comments.)

Exhibit #8

Final Interview for Facilitators Form

COLLABORATIVE LEARNING GROUP TUTOR TRAINING

Mayor's Commission on Literacy
1500 Walnut Street, 18th Floor
Philadelphia, PA 19102
(215) 875-6602

FINAL INTERVIEW FOR FACILITATORS (Peer Interviews)

Name: _____ **Phone #:** _____

Address: _____

Date: _____ **Interviewer:** _____

Agency: _____ **Agency Phone #:** _____

Agency Address: _____

Interview Questions

1. Can you describe your collaborative learning group at this time?

2. Who in your group has met his/her goals?

3. Has the group changed since you have been meeting with it? Please describe.

4. Were group members willing to share individual learning goals and work toward them?

5. Did your role as teacher/facilitator change? How?

6. What topics did you cover in your group sessions? List.

7. What activities have worked best?

8. How did your students respond to collaborative activities?

9. Did you speak to your learners about the collaborative learning process? What were their feelings, thoughts, and ideas about this process?

10. How does the collaborative learning process fit in to the overall context of the agency or program now that you have done it for six months?

11. How has this mentoring process helped you so far with your collaborative learning group?

12. What goal(s) would you want to accomplish in the next year?
    a) personal goals?

    b) program goals?

    c) agency goals?

(Use back for further comments.)